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TWICE-A-MONTH

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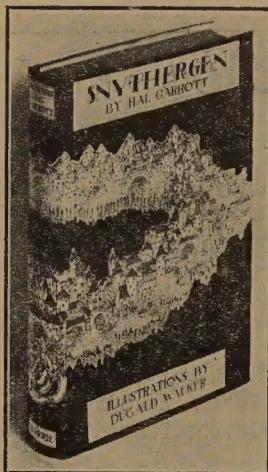
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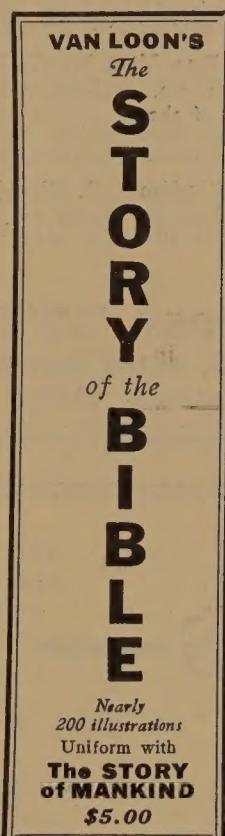
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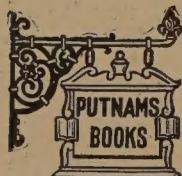
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THE LIBRARY JOURNAL

TWICE-A-MONTH

NOVEMBER 1, 1923



The Williamson Report

COMMENT FROM THE LIBRARY SCHOOLS

New York State

DR. WILLIAMSON'S report has a double significance. It is the admirable report of an investigator of rare keenness and fairness of mind and with the highest ideals for the promotion of library progress. But it is more. It is a report to (and of) the Carnegie Corporation, patron of libraries and teachers. The report does not appear under the sponsorship of the Corporation's *alter ego*, the Carnegie Foundation for the Advancement of Teaching, as have the earlier momentous reports on various departments of professional training, but in content, method and motive, it forms one of the series.

The motive of all the related Carnegie investigations is the betterment of education. The method seeks to determine the truest lines of progress thru careful surveys or investigations. The Foundation has defined its surveys as serious attempts to procure, first of all, the facts, secondly to study these facts critically, and, finally to marshal them in such form that they shall be available to the teaching profession, administrative officers, and the public, for whose progress and development the entire school structure exists. The Foundation believes that only by thoro going investigation and wide publicity can the true interests of education be discovered and advanced.

The Corporation has reason for faith in its method. An immense advance in professional education is due largely to its criticism, recommendations and financial aid. No field of higher education has escaped its keen critical dissection and analysis. It has never been content to rest in the first critical stage of its activities, but has proceeded thru co-operative efforts with schools and education associations to a common agreement on programs and reforms. Does not this fact promise a similar co-operation with the American Library Association and the Association of American Library Schools for the reform and advancement of library training?

Earlier reports of the Carnegie Foundation have each included an historical study. The

lack of such a study of the growth of library training is not only a departure from complete pedagogic method but lends a certain *a priori* dogmatic quality to Dr. Williamson's discussions of subjects where historic influence has been most potent. Not only is there no recognition that library schools have been of any service in library progress, but there is thruout the report a pervading note of disparagement, a note so strong and persistent as to leave the impression upon any lay reader, and even upon many library readers, that there is nothing good to be said of library schools.

It is unfortunate, also, that the investigation was made during the year 1920-21 when all of the schools, due to post war conditions, were below normal especially in attendance. Dr. Williamson shows that sixty per cent only of the physical capacity of the library schools was utilized. He records the fact that the enrolment for the following year, 1921-22, showed a considerable increase, but his deductions and inferences made from the sixty per cent statistics are either invalid or questionable. Today the schools are well filled and are not supplying the demand for trained librarians. This is true not only of the present, but of the pre-war period.

Nevertheless the New York State Library School welcomes this report and takes its stand in hearty support of the larger claims made by it.

Librarianship should rank as an equal among the learned professions. To achieve this high status it must have equal educational facilities. This surely seems axiomatic and, if very far from realization, has always been the ideal of the school. The first step forward, as Dr. Williamson suggests, would seem to be in relieving the schools of the training of clerical help so that effort may be concentrated on strictly professional education. The curriculum must be enriched, entrance requirements standardized, the teaching staff strengthened, instruction improved, better text books prepared, and facilities provided for specialized and advanced study. These, no doubt, represent the great

lines of future advance. They have long been known to and pondered by library school directors. As to methods for their realization there may be modifications of some of Dr. Williamson's recommendations.

The school approves some plan of certification. A national board such as Dr. Williamson suggests would seem to be advantageous. Too many states are now moving independently in this important matter, and confusion of standards, rules, laws and practices is bound to result.

It accepts also the recommendation that all professional schools should be of graduate grade, and that the present primary need is not for new professional library schools but rather for strengthening the resources, facilities and personnel of existing schools.

Of the correctness of some of the minor findings and the wisdom of certain recommendations of the report, the school is not fully convinced.

For example, the tabular exhibits, massing as they do statistical data from various schools regardless of their differences in entrance requirements, length of course and aims frequently make the resulting averages unfair or erroneous as regards individual schools. A median quotient, too, would seem to have been better in some cases than an average.

"Personality tests" have not been found to be as questionable in value in the selection of students and in the placing of graduates as Dr. Williamson asserts. Unquestionably these are impressionistic rather than scientific, but they are not limited as the report implies to a brief interview of the student with one school official, but are based upon reports from previous instructors, employers, alumni of the school, and others whose considerable acquaintance with individual applicants gives their estimates weight. The word personality is interpreted broadly to include such qualities as executive ability, decision, tact, disposition. The school knows from experience that librarians emphasize these qualities strongly in selecting staff members regardless of the particular position involved, and feels that it would not "do well to abandon personality tests and admit on evidence of education and ability to maintain a high standard of scholarship." Furthermore it would be unfair to the students to encourage or permit them to spend one or two years training for a profession for which they are manifestly unfit.

Dr. Williamson insists on the close affiliation of library school and university, but fails to note the great difficulty that has hitherto prevented this alignment. Are university libraries or university library staffs ideally equipped to function as training agents? If a special teaching staff is contemplated, are the difficulties of

proper relationships between teaching staff and library negligible?

The question of equipment has not been given in this report a consideration commensurate with its importance. It is to the library school what the laboratory is to the medical, engineering or other scientific school. Dependence on outside libraries for these facilities is not sufficient or satisfactory. There should be an adequate collection of books available for student use—a collection not limited to material used in the technical courses such as cataloging and classification, but a substantial collection of reference books and bibliographies such as is not always available even in a college or university library.

Altho some of the ideals Dr. Williamson has set are at present beyond accomplishment, all are wholesome and it is well to have them stated with so much point and precision. Some of them are closer to realization or to substantial progress than he seems to have discerned. The general tendency in the schools is to reduce training in clerical processes and lay emphasis on administrative features and the book. The Association of American Library Schools has active committees working on uniform terminology and on minimum standards as to scope and content of courses.

The New York State Library School holds no brief for existing library schools as the final form of professional evolution. It treats its own methods as experimental and pragmatic. It confesses profound dissatisfaction with the best that it has been able to accomplish under severe limitations of money and staff. But it believes that the library schools have in their brief history shown constant and steady improvement in standards and methods; that with all their shortcomings they have provided numbers of strong, capable librarians worthy to be considered members of a learned profession.

THE FACULTY

Pratt Institute

LIBRARY Schools should be grateful to Dr. Williamson for his presentation of some of the difficulties, financial and other, under which they have operated. Yet, being human, it is inevitable that we should find in his report some of that irritating quality that participants in the fray always feel in the criticism of those who are *sur le combat*.

The schools are arraigned upon many counts. On some of these they are doubtless vulnerable, others are simply inherent in the general situation of the profession at this point of its development, and still others are really elements of strength at the present time.

Library Schools are criticized for conforming their curriculum to the current demands of librarians who employ their graduates and to the experience of the graduates themselves (from whom constructive criticism does come, despite Dr. Williamson's skepticism). Fancy the criticism that would follow should the output of the schools fail to meet the requirements of employing librarians and if the graduates discovered that their training had not fitted them to function satisfactorily under the conditions in which they found themselves!

On page 78 is a table of the schools arranged chronologically by date of founding, showing for each of them among other items the numbers graduated, the average number of graduates a year, the percentage of the graduates still in the work, and of women graduates who have married. Concluding his comments on this table Dr. Williamson says on page 79, "While therefore we may conclude that library schools cannot justly be criticized on the ground that too many of their women graduates marry and are lost to the service, it may still be in order in comparing the standing of the different schools to assume that those whose graduates remain in the profession in the largest proportion have succeeded best either in the selection of students with the special qualifications needed or in imparting to them the kind of training and inspiration which holds them in the ranks of the profession." In this, however, Dr. Williamson does not sufficiently emphasize the fact that the percentage of those still in the field is much smaller in the earlier classes of the older schools, so that a comparison of them on that basis with the younger schools is hardly fair. I have compiled corresponding statistics of our own school for ten years past which show that seventy-three per cent of those graduated from 1911-1921 are still in the profession; nineteen per cent have married; three per cent have died or become incapacitated; something over three per cent have withdrawn from active work, largely for family reasons, and that only one and seven-tenths per cent have turned to other occupations.

It is kind of Dr. Williamson not to reproach the schools for the high percentage of marriages—that inevitable result of high personality standards, especially as our present attempts to maintain high standards of personality are not regarded by him altogether sympathetically. He says on page 32, "Any effort to base selection [of students] on personal qualities and aptitudes for library work should be discouraged until such qualities and aptitudes are carefully and clearly defined and more accurate methods of detecting them worked out by vocational psychologists." If Dr. Williamson knew the stress

library trustees and librarians laid upon "personality" in their requests for librarians or assistants of all grades, he would understand why library school directors feel the necessity of securing students who have that elusive and indefinable but very real quality, by such empirical methods as are at hand, crude and unscientific tho they be, pending the working out of the aforesaid psychological tests.

It is necessary constantly to remember that Dr. Williamson's report tho dated 1923 was written several years earlier, at a time, indeed, when the schools, as well as the profession at large, were suffering from the post-war reaction. That fact is particularly in evidence in the chapter on financial and other statistics. It may be true that in 1920 the schools were functioning at an average of only sixty per cent of their capacity (tho if his statement is no more accurate for the other schools than for our own, it is open to question) but I doubt if it is true to-day. Dr. Williamson credits the Pratt Institute school with a capacity of thirty and an attendance of twenty-four. We have never planned, nor have we the equipment, for thirty students. Twenty-five has been our maximum always, and on the few occasions when we have crowded in twenty-seven students, as we are attempting to do this year, it has been at much inconvenience to meet an unusual and special emergency. Just after the war, applicants fell off at all the schools, but that was a temporary condition, and judging from the pressure upon this school (sixty applicants this year for twenty-five places) the existing schools are hardly able to care for all who wish library training. The salary statistics are also in need of revision. It is stated that forty-one per cent of library school graduates receive less than \$1500 and only fifteen per cent \$2000 or more. Our 1922 questionnaire shows that only seventeen per cent of our graduates receive less than \$1500, while thirty-seven per cent receive \$2000 or over. Corresponding advances can doubtless be reported by the other schools.

As the representative of a school that has always stood for the exceptional person, I want to point out that in his stress on college education Dr. Williamson seems to assume that the choice is between college graduates and relatively uneducated persons fresh from high schools. As visualized by us, the problem is: Shall we exclude from the school the man or woman who is really educated and who has shown fitness for librarianship tho lacking the hall mark of a degree? There are in the profession many women who have been unable to attend college but who have gained by reading, study and contacts all that college can give—culture, trained

minds, broad outlook. While this is the case, and until the profession has become so standardized that we cannot place such students advantageously, we at Pratt Institute purpose to keep an open door for them, and so far our records show that the non-college graduates with previous library experience acquit themselves quite as well as the collegians even judged by the acid test of financial recognition.

His lack of experience with actual working conditions in the smaller libraries is shown by Dr. Williamson's criticism of the retention in the school curriculum of minor record work and certain mechanical processes. He does not realize that high school librarians, heads of departments in the smaller libraries, and many librarians of public libraries have to do themselves or teach others how to do many simple and "unprofessional" tasks. A letter received from a recent graduate of the school, also a university graduate, contains a lament that she had not had more practical work at the mending table, since the books in the high school library she has just taken charge of are in very bad shape and she feels the need of more skill. This may be "*infra dig.*" but such is librarianship as practiced in the year of our Lord 1923.

JOSEPHINE ADAMS RATHBONE, *Vice-Director.*

Library School of the New York Public Library

THE report will have a constructive effect if all who are interested and responsible can be brought to join in the effort necessary to accomplish the desired changes. I believe the faculties of the schools will be found anxious to do their share in remedying existing weaknesses, many of which they have long recognized. If conditions are to be improved there must be corresponding eagerness on the part of appropriating bodies and of library authorities since, as Dr. Williamson points out, the faults of the schools are due in some measure to the meagerness of their resources and to certain prevalent conditions of library service which make revisions in teaching methods and curricula difficult. The reformation is a task for the profession at large—faculties, graduates, trustees, librarians and staffs—and for those who control the sources of funds.

The library schools generally are of course operating much nearer their capacity than they were when Dr. Williamson made his study. In a few cases more students doubtless could be accommodated, as for example in the senior class at the Library School of the New York Public Library. It should be remembered, however, that the possible number of students in any

given school is dependent quite as much upon the load which its faculty can carry effectively as upon the number of desks it is able to provide.

ERNEST J. REECE, *Principal.*

Simmons College

THE chapter on field work was to me the most valuable and interesting in the Williamson report, yet none of the theories expressed concerning the purpose of field work seemed to fit our purposes very well.

In the work in our own Library, which is given a few hours at a time, the student is given some practice under supervision of the staff. The difference between this and the class work is that various processes are performed in sequence usually, and the result is for actual use. Skill is not the object, tho accuracy and good workmanship are expected.

The fortnights at other libraries have a different purpose, tho, as Dr. Williamson notes, the purpose can not be as well attained in some libraries as others. With experience we are finding out which libraries are the best practice fields. Most of them are wonderfully generous and plan the time to give the best results. The idea is certainly not to gain skill. Occasionally in specialties like children's work, for which we have no facilities, it is to give a chance to observe and perhaps participate in actual work to see how it appeals practically as well as theoretically.

The main purpose is to give the students a chance to see a whole library functioning. They sense relation of departments, the whole fitting together of book selection, publicity, personal qualifications of the staff and the handling of the public. Most of all they may feel themselves becoming "one with their kind," and that is what they show when they come back; and carry over into the last term of the year.

In 1923-24 the instructing staff consists of three full-time resident instructors and a lecturer. This excludes all minor assistants, revisors, and secretaries, and takes no account of the valuable aid given by the Library staff in supervising the students' work in or for the College Library. The three resident instructors are all graduates of four-year academic colleges or universities of good standing and received their library training in Albany. Two full-time instructors have the rank, privileges and salary of assistant professors; the director is a full professor. Those of professional rank of all grades have the privilege of a Sabbatical year with half pay.

The salaries have always ranked well among library salaries in general, and library school salaries in particular. In computing the salary

values the long summer vacation, and the freedom in the hours, are elements of great importance. It is obvious we need not "recruit from a group not eligible for attractive positions in other fields."

It is not easy to fill a vacancy in a library school, but I do not believe that is so much because material is wanting, or because teaching is universally abhorred, as that contacts are not so well made between possible teachers and teaching positions as they are for other types of library positions. I wish we could devise a system of "try-outs" for both sides.

As for official recognition the Library School, tho small, has equal recognition at all ceremonial occasions, and is as well represented on committees and in the administrative bodies as the larger Schools of the College.

As a point of statistical method, I should like to point out that in a comparison of salaries it is necessary to compare those for the same functions, rather than those attached to the same titles.

Unless I am greatly mistaken the table of directors' salaries, page 73, includes those of several persons whose salaries are not given to them as directors, but as heads of their libraries. If so they should be compared, for instance, with the salary of the President of Simmons College, whose relation to the School under his direction is very much the same as that of those persons to their Schools; not to that of the director of the Simmons College Library School, whose functions place her with principals in various other schools.

The error of method is misleading and is calculated to discredit other tabulations where facts are not so easily distinguished.

On page 23 the judgment is pronounced that "it would seem better for Simmons to postpone all vocational work until the senior year." That is a point on which we retain an open mind, as we have to reconsider it every year. I should have been glad for new evidence. So far the school has not recommended the change because its faculty is not persuaded the other methods is not better for the students. The two reference courses of the juniors help them as college students in all their work, and it also leaves room in the senior year for courses in psychology, government, and sociology, which benefit by more mature minds and relate themselves closely to the broader aspects of library work. We are tempted often, financially, to change the policy. It would be cheaper and easier to administer the school on Dr. Williamson's plan.

Sixty is a somewhat arbitrary number to give as our capacity, but it represents the equivalent of two full sections of full-time students, and is

about all our present staff could handle in our present quarters.

This year we have an equivalent of fifty-four full-time students and fifty-four individuals expect to complete their courses next June. Last year's class numbered forty-one, of whom forty are now working.

The average actual money salary of the forty of 1923 was \$1404. Many of those, however, had two months vacation, which would raise the level if it were considered. The median was \$1400. The percentage of increase in salary over that of 1914 was more than 105.

JUNE RICHARDSON DONNELLY, *Director.*

Drexel Institute

"TRAINING for Library Service," Dr. Williamson's report prepared for the Carnegie Corporation of New York, marks an epoch in the history of the development of library training only less important than the action of Mr. Dewey in organizing the first library school at Columbia in 1887.

Mr. Walter's discriminating review of the report, and the summary which appear in the LIBRARY JOURNAL for September first, will satisfy laymen and the majority of librarians, but directors and members of the faculty of library schools will turn to the full report to get the significance of this excellent survey. Its impersonal attitude robs the report of any sting. It is constructive and suggestive.

The library school director knows better than anyone else the weak points of his own organization, curriculum, and entrance standards. He may have a vision of a superior school but has been forced to compromise because of an inadequate income. With this definite financial limitation, the progress made by the library schools in the thirty-three years covered by Dr. Williamson's report may well be a matter of pride.

After the establishment of the first library school in 1887 there followed the establishment, in quick succession, of Pratt Library School in 1890, of Drexel Library School in 1892, and of Armour Library School in 1893. This development was vocational rather than professional and the courses were more technical than bibliographical. This condition prevailed for several years. By the end of the century, while the emphasis was still upon the technical subjects the curriculum had been broadened, as is shown in the attention given to the selection of books and other bibliographical subjects.

The new century, 1901, saw the opening of the Training School for Children's Librarians of the Carnegie Library of Pittsburgh as a direct

result of the growing interest in library work with children. The effect was to broaden the curriculum along the lines of book selection and the social side of library work.

The decade 1900-1910 marks the greatest activity in the organization of small libraries made possible by the unprecedented stimulus of the Carnegie gifts. Prior to this period the library schools had largely been training assistants for city libraries. In 1905 the organization and endowment of the Atlanta Carnegie Library School grew out of the demand for trained librarians for small libraries.

This demand necessitated the expanding of the curriculum of the library schools to cover more definite instruction in the problems of administration. This was essential to supply the demand for administrators of the small libraries.

On my return to the work in 1922, I find the curriculum much broader and richer, and the major courses bibliographical rather than technical. The fact that the universities are now giving credit in these courses may have caused greater emphasis to be placed upon courses in book evaluation, reference, bibliography, and administration, while the courses in classification and cataloging have assumed their just proportion in the curriculum.

The trend toward university methods and ideals has been of steady growth as shown by the natural development from 1887 to 1923 and to Dr. Williamson's standard of entrance, a college education. The fear of keeping out the "exceptional person" has kept the entrance requirements of library schools too low. We must begin to select the exceptional person from a better educated group.

Are the library schools now ready to accept the standards of other professional schools?

ANNE W. HOWLAND, *Director.*

Regarding the earlier development of the Drexel Institute School the following memorandum has been obtained from Miss Donnelly, as successor to Miss Kroeger.—Ed. L. J.

In Dr. Williamson's report on Drexel, Dr. Hollis' letter, quoted on p. 84-85, is vague enough, but even so, Dr. Williamson has missed the point. As he truly remarks in a following chapter, a professional school cannot train for any one library; and Drexel never planned to be a feeder simply for Philadelphia libraries. Of the first one hundred and seventy-three students only seventy-six were even from Pennsylvania. The policy of the five years 1909-14 was to have free competition, and the best win, no matter whence.

It is not a fact that the Drexel School was discontinued largely on the ground that the de-

mand for its graduates was too slight and salaries were too small to justify it.

Dr. Hollis' contention really was that the demand and salary in Philadelphia was too slight, and Dr. Williamson does not realize that Dr. Hollis, harassed as he was by lack of funds, was trying to get public support from Philadelphia to eke out inadequate funds. His slogan was Drexel for Philadelphia and Philadelphians. Hence the sacrifice of the Library School, which had from its first day been limited to twenty and drawn from the whole country.

Of the fifty in my three classes, 1910-12, many have married, but the A. L. A. handbook lists at least twenty of them who are in prominent positions: fine high school librarians, heads of public and normal school libraries, members of university library staffs, people in the departments at Washington, many of them with salaries decidedly over \$2000. Those in Philadelphia include the reference librarian and head of the apprentice class of the Free Library, the chief of the document department and at least one branch librarian. The classes under Miss Bacon 1913 and 1914 I know show up as well. It is regrettable that the graduates of those classes, some of the finest women I've ever known, should be thus pilloried in this report.

Syracuse University

WITH such thorough agreement concerning the fundamentals of Dr. Williamson's timely, able and comprehensive report the singling out of minor points upon which we think practice is at variance or further adjustment desirable seems captious. Considered not as a criticism but as an encouragement to push on to better things it bears all the marks of patient investigation, thorough study of conditions and startlingly accurate conclusions. Dr. Williamson's findings are not flattering but they are certainly illuminating. The instinctive reaction of the library schools is defensive but a close study of the report shows only the kindly knife of the surgeon wielding it in the interest of separating dead from living tissue.

After all is said, and we confess sins of omission and commission, we do on the whole find ourselves in hearty accord with most of the report. Not a few of the indicated reforms, we say without hesitation, are matters of established practice in many of the schools. Others, including our own, are evolving changes as rapidly as we can shape and adjust the result of investigation and application to an already somewhat involved curriculum. In common with most of the schools, and perhaps to even a more embarrassing degree, we are bound by the limitations of poverty. The report grants (p. 25) that "within the limits of their pitifully small resources they have probably done all that can

fairly be asked of them." Then with more money we may reasonably hope that the other things may be added.

Out of insufficient material, fashioning our garment according to our cloth, building the ladder by which we rise, we are willing to grant almost anything sooner than the implication of a situation that "was not so difficult as it was neglected." Any school worthy of the name aims at standards that are dynamic rather than static, is constantly watchful for desirable readjustment in the light of adaptation to changing needs and conditions in the world's progress, for this, and this only, means life and vitality. Everyone of the subjects for which Dr. Williamson pleads (p. 24) is important but we cannot accord them greater importance than pure literature, history and the humanities, since the worker in the latter fields is so wholly dependent on the library while in scientific, technical, business, social, economic and political subjects the book is but one tool in the worker's chest. They are all important and the book training should be all-inclusive and catholic.

Speaking for Syracuse the entering enrollment this year taxes our full capacity. According to the estimate of normal allotment to library schools (p. 90) we have an excess registration, the total enrollment being 65 students, 32 of these being in the entering class.

ELISABETH G. THORNE, *Director.*

Carnegie School of Atlanta

ACH library will naturally consider Dr. Williamson's report in terms of its own environment and in relation to the conditions which each must meet in its own "sphere of influence."

Altho everyone will agree that there should be differentiation between the professional and the clerical worker and to a greater extent than prevails at present, if Dr. Williamson's measuring stick for what constitutes both a professional librarian and professional work were absolutely applied, the result would be that many libraries would have to go without any form of trained service, for the type of work would not hold the professional librarian as described and yet the work could not be performed by the clerical worker. In analyzing the positions that this school has been called on to fill in the past nine months, I should say that one-fifth of the number would appeal to those who could qualify as professional librarians under the definition as given in this report, and yet the other four-fifths required persons with technical training in library methods, organization and practice, with training in a knowledge and use of books, with a professional outlook and vision that would en-

able them to see their relatively small piece of work as part of the larger whole of library service, and with a sense of responsibility for the effectiveness of their contribution to the progress of library development.

The table showing maximum capacity and registration in 1920-21 would probably read very differently for all schools in 1923-1924. This school graduated eighteen students in 1923 and has an enrolment of eighteen for the session 1923-1924. The school estimates a maximum capacity of twenty-five based on class room space. However, at the present time, it has neither equipment nor instructional staff for the maximum.

From Dr. Williamson's report each school will no doubt be able to draw conclusions relating to it individually which will result in desirable modifications in curriculum, etc., looking toward an elevation of standards all along the line. Whether or not one sees eye to eye with the writer in his conclusions, none would underestimate the importance of the report in setting forth an ideal to be attained and its value in bringing together so complete a body of fact relating to library schools. Apparently library schools are sailing an uncharted course. It is to be hoped that with this report as a starting point the Temporary Training Board of the A. L. A. will be able to work out such sailing directions as will enable library schools to attain a perfection of product as unquestioned as that which seems to be enjoyed by degree conferring institutions.

TOMMIE DORA BARKER, *Director.*

Carnegie School of Pittsburgh

D. WILLIAMSON'S long awaited report can not fail in its mission to provoke careful stock taking and self-examination on the part of all of us who are in any way responsible for the training of librarians. We may not wholly agree with him in every detail but we must admit that many of his charges have come home and have given us food for thought.

In 1921 when Dr. Williamson made his investigation, the Carnegie Library School had an enrollment of twenty-seven, which was about fifty-three per cent of its maximum capacity. This low percentage was due to the fact that the capacity had been doubled in 1917 just at the beginning of the war and very shortly before the period when schools of all types had a decrease in enrollment. Previous to 1917, the registration was practically at capacity. Since 1920 the registration has been steadily increasing until now we have a class of forty-three who are receiving professional training in the Library School. In addition to this a class of eleven high school graduates are receiving under

the supervision of the Library School, altho in different classes and under different instructors, apprentice training which will fit them for positions on the staff of the local library.

Our physical equipment is sufficient for fifty but we consider that, with the present teaching staff, a class numbering forty to forty-five is really beyond the desirable maximum for the first semester when, according to our curriculum, the basic course is given and the students are in one class. With the second semester comes specialization and with it smaller classes which enable us to admit a limited number of library school graduates who wish to receive further training for library work with children or with schools. Four applicants are already enrolled for these special courses, which brings the year's enrollment up to practically our full capacity.

NINA C. BROTHERTON, *Principal.*

Western Reserve University Library School

ONE of the items in the "Summary of Findings and Recommendations" included in the report of Dr. Williamson refers to the capacity of the schools for taking a larger number of students. One must recognize that more than two years have elapsed since the information was obtained upon which this report is based, but the fact still remains that many expect larger enrollments in the library schools even with their present physical capacity.

Capacity for larger enrollment involves several things, among which are: (a) the character of the instruction in technical subjects which must definitely limit the size of the classes which an instructor can adequately teach; it is well to bear in mind that library instruction does not consist wholly of lecture courses, tho these have their place in presenting administrative and bibliographic subjects; (b) critical revision of the written work of the students in technical subjects and personal conferences regarding this; (c) ample room and freedom for each student for close, uninterrupted desk work.

Any statement regarding school capacity goes back to the stern and unrelenting fact that the present budgets are so small that proper conditions cannot be met with an attendance beyond a certain number. The moment a class enrollment goes beyond the number which is generally agreed upon as normal for technical subjects, an increase in the salary list is necessary to provide another teacher for a second section of the same subject, or a revisor with as thorough knowledge of the subject as the instructor. This is prohibitive in many schools and explains

why the attendance seems to be small in some schools. Physical limitations might be overcome more easily, tho this is questionable, because of the character of seating facilities and desks that are necessary, and which differ from equipment of schools and colleges where the lecture room arm chairs meet all of the requirements. Not only the expense of such equipment but the floor space involved, presents a problem in increasing the physical capacity.

Notwithstanding the fact that typewriters are taboo in Dr. Williamson's report, the fact remains that employing librarians expect that students coming from library schools shall be able to use typewriters with reasonable facility; therefore that phase of physical equipment of a library school has to be reckoned with, from both the point of view of space and investment.

The question therefore of school capacity involves so many other matters discussed in the report that one cannot do more than suggest the points mentioned. The increase in the attendance at the Western Reserve Library School this year is definitely testing the matter of capacity for students in the general course, and this experience shows that it is definitely limited by the financial problems involved as suggested above.

ALICE S. TYLER, *Director.*

University of Illinois

DOCTOR WILLIAMSON'S map, showing the geographical distribution of Library Schools is instructive. In general, it appears that the establishment of new library schools in various sections of the country, has followed fairly closely the needs of libraries and the ability of libraries to pay for what they need; in some sections, however, schools have come slowly, and there is probably a need for two or three additional ones. But if most of the states attempt soon to establish separate library schools, the number of schools will be so great as to tend to keep the schools generally small. The small size of a school faculty and student body makes it more difficult to secure recognition for the work of the school in academic and professional circles.

At Illinois we have a study room that will accommodate forty-two desks; this summer, by adding desks, we accommodated fifty-one students, a number that proved to be uncomfortable. We will, therefore, continue to look upon forty-two as our maximum number of desks and the maximum number of full-time students.

Generally, about one-half of our junior students do not return for the senior year's work; we have, therefore, accommodations for a junior class of about twenty-eight and a senior class of

about fourteen. The total registration this fall, so far, is thirty-nine.

If any more than thirty students should register in the junior class, we would probably be justified in dividing the class into two sections because thirty students is looked upon, in most subjects, as the maximum number of students that can be handled efficiently. The two sections thus made would probably be given parallel work, tho it would be possible to introduce certain changes by putting all of one group of students in one section and all of another group in the other section and using as the basis of our division into groups, either the past experience and preparation of the students, or their probable future work. This division into sections would mean more class rooms, or the use of our present class rooms during afternoon hours as well as morning hours. It would also mean additional instructors; this would be a distinct gain to the school because, while each member of the faculty might carry one or more sections or classes in these elementary or first year subjects, he could also offer advanced work in which he is especially interested and for which he is best prepared. The senior students would then have a larger number of electives from which to choose. The additional instructors would, of course, add to the expense of the school but the cost of instruction per student hour would not necessarily be increased thereby.

In the new university library building, the first unit of which is to be erected during the coming year, new quarters will probably be provided for the Library School. I should like to be justified in asking for a study room, seating a maximum of sixty junior students and thirty senior students, a total of ninety students. This number would enable us to have two full sections of thirty students each in our junior subjects and one full section of thirty students in our senior subjects. But I am not justified in asking for that much space and equipment unless it is all likely to be used soon.

Under present library school methods and conditions, the training of librarians appears to be expensive; in some cases, more expensive than can easily be justified, and, soon or later, we shall be called upon to justify the cost per full-time student; are we prepared to do this?

The whole report is stimulating and cannot fail to affect the schools generally; we, at Illinois are now going over our various courses in order to make changes and adjustments that have been suggested, in part, by the chapter on Curriculum. Other chapters will be considered later and we hope that the report will be fully discussed at professional meetings during the year.

P. L. WINDSOR, *Director.*

University of Wisconsin

THE report on Training for Library Service by Dr. Williamson will, I am convinced, go far toward fixing the status of librarianship as a profession, in that it crystallizes the elements of library work, separating those parts of the work which require peculiar academic and specialized training from those processes which may be accomplished merely with some clerical or mechanical skill.

The report is constructive and stimulating in its presentation, and will be productive of discussion which will ultimately lead to changes in curriculum standards and in formulating a revised program for library training and library education.

It is unfortunate that the survey for the report should have been made in the lean years following the war, when library school registration had never been so low. The restlessness of the world reached the library schools as well as other professional schools from 1919 to 1922. Since 1922 a registration of thirty-eight in the Library School of the University of Wisconsin has taxed our capacity to the limit, both for the class of 1923, and the class of 1924 now in residence. We could not accept for either classes all who qualified, because we had reached our maximum.

MARY EMOGENE HAZELTINE, *Preceptor.*

St. Louis Public Library School

THE St. Louis Library School has desk room for twenty-four persons, and we have this number in our present class. The School is equipped to take care of exactly this number. When Dr. Williamson asked us the maximum number that the room might accommodate if we should fill it, our reply was that we might crowd forty desks into it, which is true. He did not explain that he intended to use this number as he does in his table on page 75. We should have protested had we known of such intended use. We are, of course, not equipped to take care of forty students.

It would be as logical to assert that a library with 100,000 books was doing only twenty per cent of its possible work if 20,000 of these books were in the hands of readers at one time. This statement would be true in a way, but it would obviously be unfair.

ARTHUR E. BOSTWICK, *Director.*

Los Angeles Library School

THE Los Angeles Library School finds itself in agreement with many points in Dr. Williamson's salutary report, altho experience

P. L. WINDSOR, *Director.*

has brought us to different conclusions in some matters. Like other institutions the school has developed in answer to a need in the community, and its curriculum is shaped by the demands made on its graduates.

The school aims to give thoro technical training, keeping a nice balance between inspiration and routine, and giving the students who have particular qualifications opportunities to specialize in school libraries, county libraries, library work with children, or bibliographical cataloging. The schedule is so planned that all students complete the basic course, with the chief emphasis on the knowledge and use of books. In each course routine and details are mastered, not as an end in themselves, but as necessary factors in a balanced whole. Class work, field work, observation and visits allow the individual scope for his own interests, while the close connection with the public library suggests endless projects to the alert instructors.

Los Angeles County is rich in library opportunities; the Huntington Library, the County Free Library, school, college and business libraries co-operate in furnishing laboratories for observation as well as lecturers who are specialists in their own fields and skilled in imparting enthusiasm. The students complain that one year is too short for all the original research and reading suggested.

In the new building planned for the Los Angeles Public Library, a spacious suite will be provided for the Library School. For several years the school has overflowed its crowded quarters and the classes cannot increase in size. The class of 1924 numbers thirty-two.

The entrance examination is waived for college graduates who must meet the other requirements of the school in age, physical fitness and personality. Other applicants are expected to have at least the equivalent of two years of college training. For several years the entrance examination for these applicants has included one or more questions based on those used by experts in mental tests and measurements. Facility in the use of the typewriter is required because it is a necessity in practically every position to which graduates go.

A two months' course for clerical assistants has been given during six successive summers. Those admitted to this course are high school graduates who can use the typewriter. After working in the library some of these enter college and later enter the regular library school course to prepare for higher positions.

The School is fortunate in its relations with universities and the public library. Twenty-four units of upper division credit is granted to graduates of the Library School by the Univer-

sity of California, and other colleges and universities in California grant from twenty-two to thirty units for the year's work in the school. The School urges applicants to complete four years of college before beginning the professional training, and in the case of applicants for the school librarians' certificate twelve units of pedagogy must be included in the college course.

Miss Haines, instructor in book selection in Los Angeles, gave the fiction course in the University of California Library School last year, while Mr. Mitchell of the University lectured on order work and college library administration in Los Angeles.

The situation of the School in the public library insures a vigorous and progressive atmosphere. The social problems that the main library and scores of branches in a large city must meet are the material for the varied projects. All library school teaching makes use of the project method, for lectures, class discussion and practical application are closely related. Analysis of professional training would reveal many methods similar to the Antioch plan, the Dalton Laboratory method and other late pedagogical ideals. It may be interesting to note some of the courses where it is applied effectively. Subject bibliographies are made in answer to the demands of different departments of the library. The class in story-telling finds expression in the branch libraries and at the Hans Andersen festival. In the course in library buildings the actual problems confronting local librarians are given the class for solution. The students devised a modification of the D. C. for the Library of the State Fish and Game Commission. Instances might be multiplied to show how the School profits by being an integral part of a living growing organization and how it takes its share in the responsibilities of the public library.

This brief summary of some of the ideals and processes of the Los Angeles Library School indicates our reaction to Dr. Williamson's report. We agree with him in his recommendations in regard to the separation of clerical from professional work, university affiliation and pedagogical training for library school instructors.

We appreciate the inspiration that comes from our position in the public library and feel that it will keep us from mental ruts and stereotyped methods of teaching.

We plan the junior two months' course for high school graduates and expect applicants for the regular course to be college graduates or, if they have had only two or three years of college, to prove the breadth of their scholarship

by examinations and questionnaires framed according to modern methods. Facility in the use of the typewriter is an inevitable prerequisite.

Dr. Williamson's visit to the School nearly three years ago stimulated us to an analysis of our curriculum, teaching devices and finances. After reading his report we find that many of his suggestions have borne fruit in our present methods.

Most library school instructors are over modest and inarticulate, expecting their work to speak for them. Dr. Williamson's sympathetic and competent criticism arouses us to the need for a new expression of our methods and our ideals.

MARION HORTON, *Principal.*

University of California

DR. WILLIAMSON'S survey of training for library service has been to the members of the Department of Library Science of the University of California a most interesting and inspiring document, one which was over-due in our rather self-satisfied profession. It not only makes it quite plain where are our shortcomings, our lack of standards, but it points out the not too giddy heights to which we should climb.

There will perhaps be some who will honestly disagree with its main conclusions, some who will feel that a professional education of one year can properly follow high school graduation, that what is possible in no other profession can be done in training librarians. There may be some who will feel unable to rise to the new standards and who yet dislike the withdrawal to their true level. From some will come attacks on small details, others perhaps will complain that the report is too "academic." Attacks on details are comparatively unimportant. We, for example, differ from Dr. Williamson in doubting if we have ever lost any desirable students by requiring that they either have skill in the use of the typewriter or that they acquire it as best they may before completing our courses. We tried omitting this requirement in our first years, merely recommending our students to acquire some skill for their own and others' comfort, for on the whole it is easier to type than to write legibly, but those who then employed our graduates practically centered their criticism of our training on the lack of this clerical skill. We made it compulsory to accord to existing conditions, but we do not regard the question as at all fundamental. If, however, the value of the recommendations is questioned because of the "academic" attitude of the survey, the case of our profession is a serious one for by that I should understand that there is disagreement with its insistence on an amount of formal, gen-

eral education similar to that required for other professions, even tho it must be noted that in many other professions the need for thoro, general education seems proportionately less important than in ours.

We, of the University of California, strongly approve Dr. Williamson's stand for university graduation before technical training even tho we have not yet required this of our students. We began instruction in 1918 when all schools were finding it particularly hard to get students. The one at the California State Library had then a mere handful. We believed that the way at once to interest students in our profession was to let undergraduates take our courses as a part of their work towards the A. B. degree, a plan which has developed into making their senior year an exclusively vocational one. A profession which pays beginners as poorly as does ours, which offers no such future financial prospects as do some others, which could give no scholarships and would allow little time for outside work could hardly at once compete for graduate students. We do, however, believe in the standards recommended. We give preference to graduate students and rejoice that these are now in a majority in our classes. We hope within a couple of years to accept no others.

Is it not then quite natural that we express the hope that other schools will also plan to raise their entrance requirements to the standard recommended and that as soon as may be they will seek such close connection with colleges or universities in their sections as will permit all library school graduates to claim the same university professional training one finds in medicine, law, and other callings of unquestioned professional status. If the library schools now connected with universities are failing to give better training than those in public libraries the fault is with them, not with the system, which rightly places education in the educational institution and claims service of the service institution.

Our experience as compared with that of the late California State Library School shows that the problem of recruiting is largely solved when the library school is in a university. We have never failed to reach our possible enrollment and this year were unable to accept many seniors. Some will doubtless return next year as graduates. We believe that the cost of doubling our enrollment would be much less than that of having another school of our present capacity in California, as Stanford University for example, and that the larger faculty and the greater budget we should get would materially contribute to make the school a better one than it can at present be. The problem of recruiting, particularly of getting better material, can be most

helped by the cheerful efforts of librarians to get better salaries for better people and to dissociate as much as possible clerical and professional work. We are thankful that a certain stand taken by the University administration made imperative a division of the staff of the University of California Library. To attain some of the privileges of the professional group here it was found necessary to establish standards for our professional workers, the minimum being university and library school graduation or an equivalent for the latter. Clerical workers are still, of course, essential but they are covered by a general university grading. In large measure because of this we have had two results, the first, compensation for the professional group on the same basis as for corresponding grades among the teaching staff of the university and secondly, a more truly professional attitude on the part of this group as shown by the desire of its members to continue their general education, taking university courses in subjects where the need is particularly felt or working towards higher degrees.

The influence of the university is such as to make requirements for our faculty which we find it hard to meet, inasmuch as a mere college graduation with a year or so at library school is not readily accepted as the equivalent of the doctor's degree at present an essential for most university instructors. While we of course recognize that exception must be made for the occasional specialist whose help we must have, college and library school graduation for instructors should most certainly be the minimum educational requirement. It has proved one quite unacceptable to our University authorities who for faculty standing will consider not less than the M.A. degree plus two years of professional study in a graduate library school. Even more will be required when the opportunity exists to get higher work in our profession.

The failure of the American Library Association to accept and put into effect Dr. Williamson's early recommendations for national certification was a source of real sorrow to very many of us. We trust that such action will still come. We have done our best in California in the comparatively poor substitute of voluntary state certification but we have based it as closely as we could on Dr. Williamson's recommendation so that if national certification comes we shall not be too far out of line.

SYDNEY B. MITCHELL, *Associate Librarian.*

University of Washington

FROM my slight acquaintance with Dr. Williamson based on his one day visit to the University of Washington Library School, and

from a reading of the report and my own rather disorganized information concerning several of the schools, I am convinced that it would have been difficult to select a better equipped person for the rather difficult task.

Dr. Williamson impressed me as a good academic scholar, one who had seen much of the inside of library service and not a product of any library school, and therefore clear of the prejudices for or against any one or all. His report shows a searching investigation of the institutions, and what seems to me a remarkable ability to place his finger upon both the centers of strength and of weakness of the schools as a group.

I think I have read no report that showed surer aim at the vital point of the subject reported upon. I do not wish to imply that I can agree in all details with Dr. Williamson's conclusions, but I am frank to say his criticisms are the only vital ones that I have had the pleasure of reading. We have been so sentimentally good to ourselves that we have not dared to criticise ourselves searchingly.

We usually like the Sunday sermon in proportion to its coincidence with our own theories on the same topic and I may be unduly enthusiastic concerning this report because its author has said so clearly and so decisively many things that I have felt true and essential, but have been unable to express so well.

His distinction of the types of training—professional and clerical—is one that the library schools cannot longer afford to disregard. We cannot make a profession out of high school graduates by nine or ten months training—not education—in clerical details. Such meagre educational equipment does not prepare for educational leadership. We might as well admit it first as last. The strongest men and women will not compete in such a race. The cheaper drives out the better values, and salaries remain low in perfect justice.

The content of Chapter 1 is worth the cost of the book and a great deal of serious thinking. "High school education does not fit any one for professional service" is worth much consideration. Judging from conversations I have had with graduates of nearly all library schools, the chapter on "The Teaching Staff" cannot well be ignored.

Dr. Williamson's comment upon the second year curriculum in the two year schools is vital to a professional training. All the formalities that should be taught can be mastered in a year, so that he who cares to may advance. Specialization in the second year must come if we are to get far above apprenticeship considerations.

WILLIAM E. HENRY, *Director.*

The Czechoslovak Immigrant and the Library

BY ELEANOR E. LEDBETTER

Librarian of the Broadway Branch, Cleveland Public Library, and Chairman of the A. L. A. Committee on Work with the Foreign Born.

HERE are three stages in the development of a language and its literature: the oral stage, where the language is colloquial and dialects vary with every different locality; the stage where grammatical usage has developed and standards of correctness are established in a dawning literature; and the fully developed language and literature. In this development cause and effect are inextricably mingled. Grammatical standards develop only with a certain amount of public use, which means only with free speech and the privilege of printing, thru which usage becomes habitual and then standardized; thus the very process of development of the language takes place thru and with the development of the literature, a fully developed language meaning also a rich and varied literature.

Among Czechoslovak immigrants in America, all three stages exist: the undeveloped stage among the three hundred thousand from Rusinia the easternmost district; the intermediate stage among the Slovaks, and the fully developed stage among the Czechs. These greatly varying degrees of culture arise from the different conditions under which the three groups had lived for centuries in the Austro-Hungarian monarchy. The Rusins have not even an accepted name. Their country had no name, but consisted of certain counties of Hungary; the Austro-Hungarian government called them Ruthenians, ethnologists have classed them as Ukrainians or as Russians. The English version of the peace treaty designates their native land "Rusinia"; in the Czechoslovak state it is called Podkarpatksa Rus, which means Under-the-Carpathian Russia, hence the term Carpatho-Russians. In America both Carpatho-Russian and Rusin are used by the people themselves.

The Rusins in Hungary were a pastoral people, living in the Carpathian region on lands generally sterile, without industrial development, universally exploited, and almost entirely without educational opportunity, so that the percentage of illiteracy among them was very high. They began to come to America soon after 1880, and their development here is a demonstration of the dynamic force inherent in freedom and opportunity.

The Slovaks, who came from northern Hungary, have behind them a background of cultural struggle; their language is grammatically developed, and there is a certain amount of printed literature; but under the Hungarian régime no Slovak press was ever permitted more than a brief activity, and the total number of books was very small. It was the Slovak newspapers published in America which began the development of the reading habit in Slovakia.

With the Czechs the situation is entirely different. In the 14th and 15th centuries Bohemia was in culture one of the most advanced nations in Europe. Komensky, better known by the Latinized name Comenius, was an educator whose advanced ideas still command respect; the translation of the Bible, made in 1564-1588, is a work of unsurpassed literary quality. Huss, the forerunner of the Reformation, prepared in 1406 the grammar of the Czech language which is the basic element of present standards. The volume of Czech literature destroyed by German reactionaries after the Thirty Years' War was said by historians to constitute a destruction of literature comparable only to the burning of the Alexandrine library.

These are the three widely different groups whom we as librarians have to consider under the general title "The Czechoslovak Immigrant and the Library."

The Czechs were the first of the Slavs to come to America. Their immigration, beginning with a few political exiles who fled following the unsuccessful attempt at freedom in 1848, increased in volume slowly until 1870, and then rose rapidly to its highest tide in the first decade of this century. The Czech immigration has always been largely one of families, coming here for permanent settlement. Its intellectual character is indicated by the general level of education and training—less than two per cent of illiteracy being the average record, and many skilled workmen being included in the number. Czechs were the pioneer settlers of many sections of Wisconsin, Minnesota, Iowa and Nebraska; in both city and country they are substantial, reliable, serious and industrious people—the very people to whom the public library appeals with its opportunities for advancement, recreation and culture. To secure them as readers therefore demands no special sort of publicity but only such general advertising

* This paper is the sixth in a series of articles on the work of the library with the foreign born, prepared under the general editorship of Mrs. Ledbetter.

methods as would be needed in any community unused to library privileges, coupled with book resources such as will meet actual needs. Czech newspapers respond with alacrity to every evidence of appreciation of their people, or of desire to assist their advancement in this country, and their editors are personally interested in public libraries and most generous in time for helpful conferences or space for articles and notices. Articles designed to secure interest and attract readers, should avoid vague generalities and be very concrete, offering, as in all good publicity work, some point of definite interest or connection to the people whose patronage as readers is sought. It is very desirable to establish also something in the way of a personal relationship; the library should be presented, not as a big impersonal institution, but as a live, human organization, whose individual members find a joy in service and helpfulness. The immigrant, new to American institutions—even tho in some cases he may have lived for years in this country—needs the support of personal encouragement to enter a strange new place for the first time.

In a previous article, mention was made of the fact that Polish immigrants are divided into two camps on political grounds. Czech immigrants also are divided, but their division is on religious grounds. In Austria the Catholic religion was practically compulsory; a degree of conformity was necessary to ensure ministrations for the great events of life—christenings, marriages and funerals. But where church and state are identified, the church suffers from the mistakes or the unpopularity of the state. Then, too, the Protestant background of the Hussite period, tho buried in the national history, had produced a permanent effect on the national consciousness. The result developed very quickly in a complete casting aside of religious ties by many, probably one half, of the Czech immigrants in America. Of the remainder, a few are Protestants, the rest have remained Catholics. The feeling between Catholics and so-called "free thinkers" has at times been bitter in the extreme. During the war a truce was established by the common interest of both parties in the development of the national ambition. It was the Czechoslovaks of America who furnished the financial backing for the revolution and the establishment of the new republic; and sources of disagreement were to a considerable extent buried in the absorption of a common great interest. That common aim achieved, the cleavage again became conspicuous, and the librarian, seeking to build up work in a Czech community, must cultivate the acquaintance and interest of both parties impar-

tially. On both sides she will find many fine and intelligent people, anxious to assist every agency which can contribute to the advancement of their countrymen, and, as parents, most anxious to secure every advantage and opportunity for their children, and for the other young people of their colony.

THE SECOND GENERATION

All the young people, born in America of Czechoslovak parents, whether Czech, Slovak or Rusin, invariably read English almost exclusively. Their literary tastes are apt to incline toward the practical, with a great fondness for informational reading on the part of the children, for books on trades, on etiquette, on practical themes of all kinds by the young men and women. In their Americanization they are very apt to leave Europe completely behind them, and they prefer, as recreational reading, novels of contemporary American life. Very few of them care at all for novels of "olden time," except for a few romances of American history, such as "Janice Meredith," "Richard Carvel," and the like. Neither do they care for stories whose scene is laid in foreign countries, but only for those whose scenes have kinship with the world they know themselves, the "wild west" story being their ideal of high adventure. The prevalence of "youse," even among high school students, leads one to feel that a high standard of language use ought to be maintained, and the dialect story used as sparingly as possible. In serving such a community, the thoughtful librarian cannot but feel an intense regret that so many of the popular novelists of the day seem to feel that informality and colloquial ease can be expressed only by the use of bad grammar and slovenly pronunciation, indicated by meaningless misspelling. The psychological novel has very little interest for these young people, and the story based upon complicated social conditions, like "The House of Mirth," is equally foreign to their taste. The most popular tale is the one which is characterized by simplicity of motive. The plot may be complicated to any extent, but the motives of the participants must be transparent thruout. A love for simplicity is closely akin to an appreciation of fineness, and in any group of Czech origin, a certain proportion will be found who love the best and finest in all forms of literature—in poetry, in essays, in the drama. The discovering of these individuals, and opportunity to contribute to their development by suggestion of authors and titles, and to compare one's own impressions with their original ones, is a great pleasure and satisfaction to any lover of books.

THE CZECH IMMIGRANTS

So much for the second generation of Czech

immigrants. The parents, who had their education in Europe, present of course an entirely different problem. They may become American in outward appearance and in many spiritual qualities, but never in their literary taste, and throughout life they will prefer their own Czech literature. Perhaps this is for the same reason that the younger generation choose their books—because it presents the life which they know and understand. In the Czech literature the folk-lore element is a strong one. Bozena Nemcova, the most popular of Czech writers, won her enormous and enduring popularity thru her rendition of folk-tales, collected from the people among whom they were traditional. "Babicka," the most popular book in any Czech collection, is a treasury of popular tradition and custom. Translated into English by Frances Gregor, it was published in 1892 under the title, "Grandmother," but is now out of print. Other writers who have furnished popular renderings of folklore are K. J. Erben, J. F. Hruska, Elika Krasnohorska, and Vaclav Bene-Trebizsky.

Closely allied to the folk-tale, often blending into it as in Nemcova's "Obrazky z okoli Domazlickeho" (Pictures from around Domazlice) is the story of peasant life. This is an outdoor story, where nature and the seasons, the domestic animals and the growth of the crops are essential contributors to the action of the tale. Among such stories may be mentioned those of Karel V. Rais, among which one selects at random "Lopota" (Toil); "Potmechut" (Nightfall); "Pulpani" (Half-gentlemen); "Zapadli Vlastenel" (Backwoods Countrymen); "Rok na vsi," by Mrstik, is another popular example of this class.

After the folk-tale and the tale of peasant life comes the *humoresky*, the humorous story; primitive in "Z ceskych mlynů" (From Bohemian mills), by Karel Tuma, a collection of tales and jokes recounted by peasants while waiting at the mill for their grain to be ground; in "Sest musketyru" by Jan Klecanda, we have a collection of tales of garrison life. "Otec Kondelik a zenich Vejvara" (Father Kondelik and bridegroom Vejvara); "Tchan Kondelik a zet' Vejvara" (Father-in-law Kondelik and son-in-law Vejvara), by Ignat Herrmann, are humorous stories of life in the artisan class in the Prague of twenty-five years ago. They are immensely popular, as are all the other works of their author.

The love story, generally called a *roman*, has the same popularity among Czech women as with those of other ancestry. Brodsky, Klecanda, Klostermann, Krasnohorska, Kronbauer, Svetla, Svobodova, Vikova-Kuneticka, are all favorite authors in this class, and all seem to

have the power to transport their readers to the scenes familiar when life and love were young.

More intellectual in type, and appealing to the national sentiment rather than to the personal emotions, are the historical novels, many in number, and by many authors. Perhaps the foremost writer in this class is Alois Jirasek, whose works are claimed by Czechs to outrank those of Sienkiewicz as masterpieces of historical fiction. The only one which has yet appeared in English is "Filosofska Historie," which, under the title "A Tale of Young Blood of '48" was published serially in the *Czechoslovak Review*, July, 1919-January, 1920. "Mezi proudy" (In the current) and "Proti Vsem" (Against everybody) are stories of the Hussite period. Benes-Trebizsky, Herlos, F. X. Svoboda, and Svatek are other popular writers of historical fiction.

The short story exists in Czech literature in great variety and in perfection of form, and the library will find many of its most popular Czech books to be made up of short stories. Excellent examples of these exist in English in Miss Hrbkova's "Czechoslovak Stories" in the Interpreter Series. Her preface to the volume is the most usable survey of Czech literature available in English, and the biographical and critical sketches of the authors represented are full and illuminating. An excellent general idea of Czech literature and its outstanding characteristics is derived from this unpretentious publication. The authors illustrated by selections are all standard writers who are also very popular. Others of equal vogue in America are Podlipska, Pittnerova, Preissova, who are favorites with women, while Cech, Neruda, and Winter are much liked by men.

Available also in Czech are translations of much of the best literature of other European countries—the Russian being particularly well represented. English literature is represented by Shakespeare, Dickens, Eliot, Kipling and others. Translations from American authors are increasing in number very rapidly.

Bohemian history has been written by numerous scholars of the highest rank. Palacky, as the "father of Bohemian history" is the most beloved, while Count Lützow was the most modern. Even a small collection of Czech books should have the works of these men, and some one of the numerous sketches of the Czechoslovak Legionnaires and their achievements in Siberia and elsewhere, and also a portion at least of the writings of President Masaryk. Biography should be represented by the lives of some of the national heroes, at least Huss and Zizka, of the golden age of the national history, Komensky (Comenius) the educator, Havlicek,

the martyr to the freedom of the press, and Nemcova, the beloved. Machar's "Kriminal," translated into English by Paul Selver under the title "Jail," is a fascinating literary bit of autobiography, describing the writer's experiences as a political prisoner in Austria during the war.

Poetry may be chosen thru the guidance of Paul Selver, whose "Anthology of Modern Slav Literature" and "Modern Czech Poetry" are general collections. His "Ottakar Brezina" is an attractive English presentation of a single poet who may serve to American readers as a type of Czech poets of the day.

Forman's History of the United States has recently been translated into Czech by Miss Rose Rosicky and published by the National Printing Company of Omaha, Nebraska. It will probably supersede the only previous text, that of Cermak.

Many other subjects, authors, and titles deserve mention, but the necessary limitations of this article prevent any attempt at completeness. Only such books and authors have been mentioned as are of the most outstanding popularity among American Czechs, and preference has been given to the older writers whose position has stood the test of time. Many new writers have developed since the Revolution, and some of them will no doubt rank with the old favorites.

Bibliograficky Katalog, published currently by the Czechoslovak Bibliographical Institute, is a bibliographical periodical which enables the librarian to keep abreast with the new issues.

Czech publications in general are of superior attractiveness, using good paper, beautiful type with wide clear margins, and delightful illustrations. Before the war, bindings were also beautiful, but at present libraries will generally find it better to do their own binding.

Many fine periodicals are published in Prague, beautifully illustrated and with much attention to art subjects. *Zlata Praha* (Golden Prague) is a weekly and *Svetozor* a bi-weekly, both of very high grade, *Cesky Svet* and *Topicuv Sbornik* are monthlies. The latter is a particularly fine magazine, the mere handling of which is a pleasure to the book-lover. *Narodni Listy* is a Prague daily which will bring many readers to the library.

II

THE SLOVAK IMMIGRANT

The cultural situation of Slovaks and Rusins is so different from that of the Czechs that the library attempting to enroll them among its users has to face an entirely different problem. Since the percentage of illiteracy is so considerable, altho due entirely to conditions of which

the people were the victims, and since the reading habit is in general so slight, the obvious first thing is to cultivate the children and try to develop a generation of readers. This naturally requires more effort than among children where reading is an established habit of the home; but it is the fundamental work which in ten or fifteen years produces a community of readers and of supporters of the library.

Parents will be interested in the library thru its contribution to the welfare and happiness of their children. Then the librarian, wishing to extend her work to the entire community, comes face to face with the problem of what she can give these parents. Every immigrant, however slight his personal attainments, has a respect and reverence for what he calls "our national culture," and the first work of the library in a Slovak community is to establish its position as appreciative of the national culture and as desirous of contributing to it. The library should be a service station for information, where the immigrant can confidently expect answers to his requests for information, or advice as to the sources from which he may secure needed help. All study classes should be brought to the library as a part of their course of study, whether they are classes conducted by the immigrants among their own people, or by public school authorities as a part of their extension work; and the effort should be made to present the ability to use books freely as a goal worth striving for. The exhibition of some illustrated books will help to make this point. But, while thus building for the future, we must not fail in any possibility of the present, nor can we afford to side-step the question, What has the library to offer the literate Slovak immigrant? If he has had anything more than the rudiments of learning, he had them in an acquired language, Hungarian if he was educated in Hungary, Czech if he went to Bohemia for his education, or German if he was a student of the universities. But few Slovaks with advanced education have come to America; they are the leaders of their people at home. Here we have chiefly the man who had only a few months of schooling and who reads with ease only his native tongue.

The Slovak language is much like the Czech. The Slovak of the intellectual type will supply with Czech books his need for reading; but the mass of the people will not. Consequently we must supply for them what books we can in the Slovak language. Owing to the oppressive cultural conditions of the old regime, the volume of literature available in the Slovak language is very small. The fathers of literature in Slovakia, Kollar and Safarik, wrote in the Czech

idiom, but their successors have made Slovak a literary vehicle. Paul Dobsinsky is the compiler of an extensive collection of folktales; the dramatic and miscellaneous writings of Jan Chalupka are important, as are also the short stories of Matthew Bencur, who uses the pseudonym "Martin Kukucin." Svetozar Hurban called Vajansky, as author and editor, was a leader of great influence, who suffered much for his championship of the people. Pavel Orszagh (pseudonym Hviesdoslav) who died recently, was greatly beloved and his poetical writings are widely known. Other authors are characterized in "The Slovaks of Hungary," by Thomas Capek, New York, 1906, in the chapter on language and literature. Turcin St. Martin has been the center of Slovak publishing interests, but in the new Republic, Bratislava, the capital of Slovakia, is also developing as an intellectual center. A greatly increased volume of Slovak literature is coming into life with the opportunities of freedom and thru the inspiration of the new sense of national dignity. Slovensky Svet (The Slovak World) published in Bratislava, is a monthly periodical recommended to American libraries.

Books designed for the help of Slovaks in America should of course be on the library shelves. The Slovak-American Interpreter of Albert Mametej, now Czechoslovak consul at Pittsburgh, is a good language text; Joseph Hill has just published a history of the United States, which is an excellent book, including the Constitution and all the amendments thereto. The Citizenship Manual in Slovak of the National Catholic Welfare Council is also a valuable publication. Slovak newspapers in America are somewhat open to the criticism of being too largely taken up with European affairs, but it must be taken into consideration that even the habit of reading a newspaper is a product of Americanization, as in the old Europe the peasant or poor workingman would never have seen a regular daily paper.

THE RUSINS

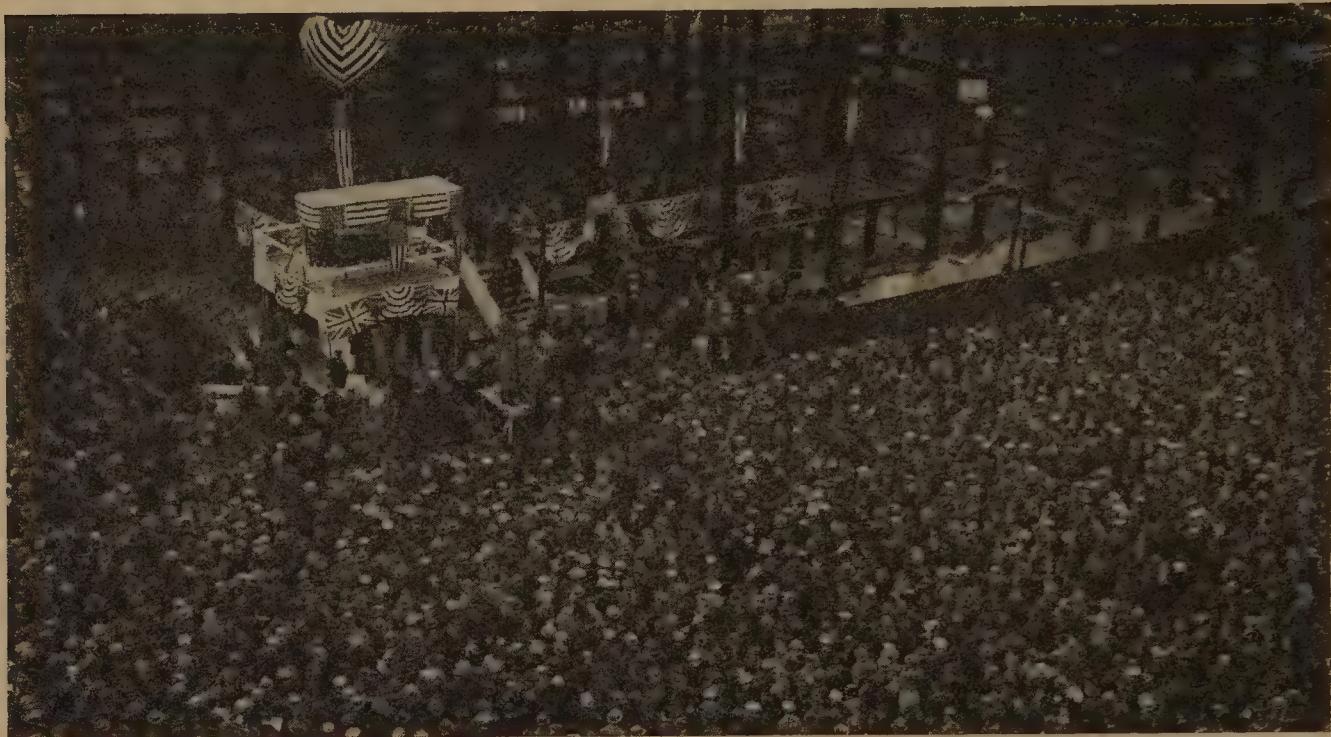
The situation of the adult Rusins presents to the library even more difficulties than does that of the Slovak. Whatever education he had was given in the Hungarian language, but since he never used it except in the schoolroom for two or three brief terms, he did not acquire much facility in reading; nor would he use it if he had, since the use of that language would indicate "Magyarization," which is anathema. His own language, originally like the Ukrainian, has been variously modified by contact with his neighbors, Roumanians on one side, Magyars on another, Slovaks on a third. Philological committees in Europe and in America are now at

work on the attempt to establish a national standard, and school books have been prepared for use in the three hundred and forty-eight schools opened since the establishment of the Czechoslovak regime. Both Roman and Cyrillic alphabets have their champions, and for some time no doubt most of the people will learn both. The only books now available are books of devotion and of religious instruction, and the only reading material libraries can offer is that of the newspapers published in this country. *Ruskij Viestnik* is the organ of the Russian Orthodox group; *Prosvita*, Greek Catholic, published in McKeesport, Pa., uses both alphabets in the same paper; *Amerikansky Russky Viestnik* publishes two editions, one in the Cyrillic and one in the Roman alphabet, while *Sokol Sojedinenija* uses both alphabets and also prints a page in English. On this page it presents serially such American classics as Washington's and Lincoln's addresses, "The Man Without a Country" and other patriotic material. *Svit D'itej* (Children's World) also is partly English. These last three publications are all from the press in Homestead, Pa., of the Greek Catholic Union, which will give them free to libraries desiring their use.

The *Bulletin* of the Institute of Historical Research (vol. 1, no. 1, June, 1923) has for its object to render accessible to a wider circle of those interested in historical research a record of the work done by the Institute; to secure publicity for additions to historical knowledge—the collecting, recording and publishing of corrigenda and addenda to such works as the Dictionary of National Biography, the New English Dictionary and the Britannica, and to supplement such works as the *Official Guide* to the British Record Office, the catalogs of the British museum and other works giving references to newly discovered or unused materials. Summaries of research theses, reports of discussions, news notes and queries are also planned as regular departments. In addition to these departments this first number contains the report on editing historical documents presented by the Anglo-American Historical Committee appointed by the Conference of Anglo-American historians in 1921 "to suggest principles upon which historical documents should be edited."

The Newark Free Public Library has just issued a fifth edition of its "Books for Boys and Girls," first published twenty years ago. Of the 1800 titles 947 of those listed in the 1916 edition have been kept, and 853 are added. Figures following the titles indicate the grades to which the books are best suited.

Cornerstone of Cleveland Library Laid



CLEVELANDERS GATHERED AT THE PUBLIC SQUARE FOR THE CORNERSTONE LAYING OF THE LIBRARY

DESPITE a leaden sky and a keen cold wind, about twenty-five thousand people assembled to see David Lloyd George, ex-British Premier, assist at the laying of the corner stone of Cleveland's new public library building on Tuesday, October 23rd,

Amplifiers enabled this gathering, the largest audience ever addressed by Mr. George, to hear an eloquent plea for co-operation between the United States and Great Britain, "that the world may be rescued from the despair into which it is now plunged," and the message was radiod to thousands more hearers.

"The differences between England and America in the past have always been disputes between governments—never the people. . . . Our literature is the same as yours; our great writers are yours and yours are ours; your great preachers and teachers are ours and ours are yours. The fundamental attitude of the two peoples toward the high principles which ought to govern are the same. . . . We have never differed as to essentials."

In expressing his joy at being present at the laying of the library cornerstone, Mr. George touched briefly on the significance of the library as an agent in the scheme of education which stood next to religious freedom in the minds of our forefathers, and congratulated all those connected with that "vast treasure house full of gold and silver and precious stones of which any man can take away as many as he can carry."

Librarians from coast to coast sent congratulations to Librarian Linda A. Eastman. Among the guest librarians present at the ceremony were Secretaries Carl H. Milam and Sarah C. N. Bogle of the American Librarian Association, Electra C. Doren of Dayton, Maude A. Herndon of Akron, Andrew Keogh of Yale University, Harrison W. Craver of the Engineering Societies Library, New York; State Librarian Herbert S. Hirshberg, and Carl P. P. Vitz of Toledo, both formerly connected with the Cleveland Public Library.

The Library and Education

There must be . . . some way to continue the educational growth of American citizens. And there is a way. That way is the public library . . . America's continuation school . . . the most democratic of American educational institutions. It is free to every person—color or race, nationality or creed make no difference. It is free to every person who wishes to read, and who is willing to read. . . . The public library is free from party politics . . . religious intolerance and prejudice. It provides information on all sides of every important question, so far as its funds will allow. While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.—*William Allen White.*

Buffalo's Public and Its Library

"HOW necessary is the Buffalo Public Library to you?" "Are You getting what you want from the Library?" "How can the Library habit in Buffalo be made more general?"

In these words the Buffalo Public Library recently importuned its entire city for criticism of its plant, its service and its methods, calling also for suggestions, definite ideas, for improvement.

The plan had been tried a few years before and had proven so satisfactory that the Library decided to try it again. The questions, with the explanatory underlines, were printed on slips, headed "Library Borrowers, Please Write." These slips went out in the books which left the library and its branches for days, until every part of the city had some of them.

Promptly the responses began to come in. Some were verbal. Some were carefully planned letters. Some were scribbled on slips of paper in the library. A few answers came on picture postal cards. Almost every letter expressed pleasure in the fact that a city institution should be asking for criticism and suggestions. Almost every reply contained something worth while in suggestions for improvement of service, better publicity and library extension.

Whether the letters were worth while or not, every one of them had a reply from the librarian. The definite suggestions for improvement were, in some instances, impossible to work out, but the man who made the suggestion had a letter explaining why his idea was not feasible, and what the library was doing as a next best or with a similar plan.

Lurking dissatisfactions were aired in a number of the letters, and these were answered with much thought and at considerable length, because it was to unearth such feelings that the little slips, for the most part, went forth. The man who wanted very much to go back into the stacks, where he could look over the books for himself, because he felt that many riches were being hidden there, not perhaps with malicious intent on the part of the library, had a courteous note from the Librarian explaining that he might at any time have permission to go into the stacks. It was suggested that the Open Shelf Room was a pleasanter, lighter place in which to look over the books, but he was assured that, whenever he desired to seek for something special in the stacks, the privilege would be his. He may lose his desire to go to the stacks, but he will never feel shut out from them again.

Many criticisms showed a lack of knowledge of the elasticity and scope of library service and

gave the library a splendid opportunity to explain itself.

There were many calls for more library service in outlying sections of the city, and these may have contributed toward a recent successful effort to get the city committed to a policy of supplying new branches in buildings city-built and city-owned.

But if not a single reply had come to the "Library Borrowers, Please Write" slips, the Library would be very glad it had sent them out. Upon the occasion of the first issuance of similar slips a few years ago, there were editorial comments in the papers on the fact that a city institution was really asking its public what should be criticized in it and what ideas that public had for its improvement. To be sure, the response was small in proportion to the number of slips sent out, indicating perhaps that, once given a chance to criticize, the public lost its desire to express criticism. At any rate, the Library knows that every one of the little slips advertised it as a living institution.

Furthermore, every slip showed somebody that the library thought *he* must have some definite ideas about library service. The result was that it not only opened up a channel thru which grievances of all degrees of intensity might flow, but it stimulated some folks to think about the library who had never actually thought about it before, tho they had used it. Certainly suggestions came from people who had never made suggestions before. And the suggestions are still coming. The pleasantest tendency to note in all the written communications is the deep appreciation of the library which people discover in themselves when they sit down to write it a little letter of suggestion and criticism.

Making people put their feelings into words, and whatever those feelings may be, is very well worth while, thinks the Buffalo Public Library.

A MNEMONIC classification with the merit of extreme simplicity, the invention of Robinson Smith, is employed by the Nice Circulating Library, 2 Rue de France. The seven thousand volumes are arranged on open shelves alphabetically according to author in the following sections: A: Art; B: Biography; C: Children's Books; D: Dictionaries, etc.; E: Essays; F: Fiction; G: Government; H: History; L: Letters; N: New Books; P: Poetry; R: Religion; S: Science; T: Travel; V: Various; W: World War.

THE LIBRARY JOURNAL

TWICE-A-MONTH

NOVEMBER 1, 1923



CLEVELAND had its great day on Tuesday, October 23rd, when the library was the focus of attraction with Lloyd George as the principal speaker at the laying of the cornerstone of the new library building. It was expected that the Ohio President would perform this function, but his passing caused opportunity to be taken to invite the War Premier of the mother country to take the leading part in the symbolic ceremony. Tho his address had little library significance, it showed wholesome appreciation and interestingly illustrated the sympathy between the mother and the daughter country in library as in other developments. The view presented elsewhere suggests the enormous crowd that gathered on the occasion, which certainly caused every citizen of Cleveland to feel new pride in the great work which owes so much to W. H. Brett and his successor, Miss Eastman, and now that the skeleton of the structure has been completed, it should not be long before the outer shell and inner equipment may enable the Cleveland Library to fulfill the great plans of its trustees and its librarian.

THE Williamson report is so important that we give much space to comments asked from library schools and later from chief librarians or department heads experienced regarding graduates or curricula. The school replies show the most gratifying appreciation of the usefulness of the report, while taking exception to this or that detail of criticism or suggestion. General exception is, however, taken to the mistake to which we have already alluded, that of basing an estimate of the utilization of library schools on the lean post-war year in which the attendance dropped to a minimum. Today library schools are for the most part utilized to capacity, considering that capacity is not determined so much by floor space for desk room as by the necessary limitations of the proportion of students to teachers. To crowd a professional school by extending the number of students beyond the equipment necessary in library school work would be to make school training thin instead of thoro. Another important criticism is that Dr. Williamson overlooked the fact that unlike medical colleges,

whose degeneration called forth much useful protest in an earlier Carnegie report, the library school is but a generation old and still in the experimental and formative stage. That library schools, even in this formative stage have been abundantly useful is certified by the facts that every graduate is practically assured a place immediately on graduation, that most of the schools have graduates in important positions in over forty of our states and that their influence has extended to a full score of other nations. The New York Public Library School has today students from Canada, France, Holland, Norway, Russia, Mexico, Ecuador and Chile, and our library schools are indeed radial centers for missionary influence the world over.

MODERN conveniences like the telephone have the disadvantage of insistence and there has been some criticism that "drives" and "weeks" have become so many as to leave no time for the ordinary levels of life and library. Nevertheless it is by such intensive work that the higher level of work is reached and ultimately made the standard. Therefore we need not apologise for mentioning that Education Week comes November 18-24, and for reiterating the fact that Children's Book Week is close at hand, November 11-17. Testimony is universal, despite all disgruntlement, that the last named institution has been of the widest and highest good not only from the point of view of librarian and teacher but also that of parent and child.

WE have often in previous years pointed out the waste of effort, as well as of paper and ink, involved in the duplication of library bibliographies—but this waste still goes merrily on. A prime reason is the desire of each library to list only books to be found on its shelves, rather than be troubled by inquiries for books cataloged and not in its possession. Miss Zaidee Brown, coming with energy and experience from the Long Beach Library near Los Angeles, has a new co-operative plan for meeting the needs of the great body of libraries by providing a subscription series of reading lists which will usefully complement the lists issued by the A. L. A., covering fiction and non-fiction, which should be within the reach of all libraries of

moderate size. These bibliographies would thus provide a purchase list, as well. The plan is certainly worth trying, and we trust that such support will be given the experiment as will assure a thoro and practical trial.

IT is not good publicity to light a candle and place it under a bushel, but this some libraries are apt to do in connection with library lists, particularly those issued by the A. L. A., and proposed by Miss Brown, as library propaganda. The purpose of such publications is to increase

the field of library patronage, and this cannot well be done by placing such lists on the circulation desk or on library tables for the use of patrons who happen to take them up. Such lists are intended primarily for outside circulation, and a list of recommended books on carpentry, for instance, should be sent to every carpenter in a town with an invitation to come to the library and express his needs. A great purpose of the public library system today is to extend its field in vocational work and there is abundant material offered for this purpose if libraries will take pains to use it to best advantage.

LIBRARY ORGANIZATIONS

BOSTON CATALOGERS ORGANIZATION MEETING

AT a meeting last April, a committee was appointed to present suggestions for the organization of a regional group of catalogers and classifiers in Greater Boston. This committee now has planned a dinner meeting to be held at Harvard College Library, Cambridge, Mass., Tuesday, November 13, at 6:30 o'clock.

All catalogers and classifiers in New England are cordially invited to attend.

After the business meeting, there will be an exposition of the Harvard aims and methods in cataloging and classification. Suggestions and topics for discussion at succeeding meetings will be asked for.

As accommodations are limited, please send name and \$1.50 to cover dinner and association expenses to Clara P. Briggs, Harvard College Library, Cambridge, Mass., before Nov. 10.

Those who cannot come to dinner are urged to come later; and those who cannot come at all, but wish to be enrolled, to send their names (and fifty cents) to the secretary.

The committee consists of Harriet E. Howe, chairman; Frances Rathbone Coe; T. Franklin Currier; Clara P. Briggs, secretary-treasurer.

BOSTON SPECIAL LIBRARIES ASSOCIATION

THE Special Libraries Association of Boston opened its new year on September 24, with a "newspaper meeting"—a venture new in the annals of the association and sponsored by one of its new members, Mr. William Alcott, for many years city editor and now librarian of the *Globe*. As guests of the *Globe* members met at Young's Hotel for supper. The meeting was formally opened by the new president, Walter B. Briggs, assistant librarian of Harvard. Mr. Alcott told of the unique features of the news-

paper library in general and the *Globe* library in particular—the extensive files of clippings, photographs, cuts, negatives; filed in 200,000 clipping folders in which photographs are also filed when their size permits. Frederic Berry, librarian of the *Christian Science Monitor*, then spoke of his work in newspaper indexing, a task demanding careful scrutiny of each issue for minute details for which individual index cards are made and filed for future reference. The scarcity of published current newspaper indexes was deplored by several reference librarians present. Amos Weston, also of the *Monitor*, then described the various processes which have been tried in connection with the preservation of newspapers: the Japanese tissue paper process and the silk gauze process, by both of which the news sheet is reinforced by the pasting on both sides of the thin material which reduces visibility somewhat but successfully preserves the original sheet; the varnishing process; the treatment by a special liquid process; and the possibility of printing a few copies of each issue on a paper of specially good quality. All methods are costly and the preservation problem demands continued research. Frank E. Chase of the Boston Public Library, closed the evening's program with a descriptive summary of the newspaper collections in and around Boston—the Massachusetts Historical Society and the American Antiquarian Society being close rivals in their collections of colonial issues.

At the close of the talks the Association adjourned en masse under Mr. Alcott's leadership to the *Globe* Building. The Library was visited first to see the carefully indexed clipping files. Then a tour of the editorial offices, press rooms, etc., brought out very vividly the close relation between the newspaper librarian and the actual newspaper.

RUTH M. LANE, Secretary.

NEW YORK SPECIAL LIBRARIES ASSOCIATION

THE opening meeting of the New York Special Libraries Association was held on October 16th, at the Allerton Hotel, 130 East 57th Street, where well over a hundred members dined together.

The speakers were Edward H. Redstone, Massachusetts State Librarian and president of the National Special Libraries Association, and John Adams Lowe, assistant librarian of the Brooklyn Public Library and president of the New York State Library Association.

The Association will meet for dinner thruout the season on the third Tuesday of each month.

L. ELSA LOEBER,
Secretary.

SPECIAL LIBRARIES COUNCIL OF PHILADELPHIA

THE opening meeting of the season was held on Friday, October 5, 1923, in the library of the School of Fine Arts University of Pennsylvania. Deborah Morris, chairman, outlined the work of the Council for the coming year, emphasizing particularly the continuation and perfection of the local periodical index, which already has been much used; an increased membership; and a concerted effort to assist in the closest co-operation among library associations. A reception followed.

HELEN M. RANKIN, *Secretary.*

CHICAGO LIBRARY CLUB

THE first meeting of the Chicago Library Club for the year 1923-24 was held on October eleventh in the Ryerson Library of the Art Institute. The President, Edward A. Henry, outlined briefly plans for the coming year, after which Professor Robert E. Park of the University of Chicago gave a very interesting and comprehensive talk on "the foreign language newspaper in this country," touching on the policies, aims and scope of the different papers.

M. LILLIAN RYAN, *Secretary.*

IOWA LIBRARY ASSOCIATION

THE thirty-third annual meeting of the Iowa Library Association was held at Fort Dodge, at the Wahkonsa Hotel, October 9th to 11th, with an attendance of 167.

The address of welcome was made by C. V. Findlay, mayor of Fort Dodge and president of the Fort Dodge Library Board. The report of the Secretary of the Iowa Library Commission, which is required by the constitution of the Iowa Library Association at the first session, was in this case a review of the work of the ten years since the present secretary assumed the office. It showed an increase from 111 to 139

public libraries and from eighty-three to one hundred Carnegie buildings in the state. Many items of gain were reported which cannot be given in figures. Certification was one of the forward steps taken by the Association during the decade. The announcement of the appointment of Julia Stockett as supervising librarian of the State Institutions of Iowa was a matter of much gratification, as the position had been vacant four years. Miss Robinson's report was followed by Sarah C. N. Bogle's "European Impressions."

The program of the Tuesday evening meeting was in charge of the Fort Dodge Library Board, and included besides music and an address, a social hour at the Chamber of Commerce.

On Wednesday morning Charles H. Brown, librarian of the Iowa State College at Ames, spoke inspiringily on "The Future of Lirarianship—a Trade or a Profession." The remainder of the morning was devoted to books, librarians reporting on the names of five books of non-fiction much in demand in their libraries during the year. The books receiving the largest vote were Papini's "Life of Christ," Robinson's "Mind in the Making," Wells' "Outline of History," Bok's "Americanization of Edward Bok" and Post's "Book of Etiquette." This was followed by a "Book Conversation," conducted by Lydia Barrette, librarian of the Mason City Public Library, and Callie Wieder, librarian of the Marshalltown Public Library, and consisting of a playlet representing the opening of a "Novel Book Shop." A conversation took place between the proprietor and the new partner, who was entering at a salary of \$5,000. The subject of the conversation was the titles of the books which should be included in the stock and the number which should be ordered in anticipation of library orders. Mail was brought in with letters from various librarians of the state giving their opinions of certain books. This stunt was very cleverly done, and the departure from the conventional book talk was appreciated.

In the afternoon Veda Taylor, of Cedar Rapids, gave a talk on children's books. This was followed by round tables for trustees; for large, medium, small and high school libraries; and college and reference librarians. The Trustees' Round Table was led by Mrs. H. W. Spaulding, of Grinnell. About twenty trustees were in attendance. In the evening Henry Seidel Canby, editor of the *Literary Review* of the New York *Evening Post*, gave a very interesting and profitable address on "What is American in American Literature?"

On the following morning Gratia A. Countryman, librarian of the Minneapolis Public Li-

brary, gave an address on county libraries, which was exceedingly helpful because practical and did much for county library interest in Iowa.

The following officers were elected: President, Callie Wieder, librarian, Marshalltown; vice-presidents, R. S. Galer, trustee, Mt. Pleasant, and Isabella Hopper, librarian, Ft. Dodge; secretary, Elizabeth Walpole, librarian, Storm Lake; treasurer, Gertrude I. Sheridan, librarian, Algona.

MINNESOTA LIBRARY ASSOCIATION

THE thirty-first annual meeting of the Minnesota Library Association was held in Faribault, September 3-5, 1923, Frank K. Walter presiding. The total registration was 87. At the opening session Rev. Dr. F. F. Kramer, chairman of the local committee, gave a few words of welcome to the guests, which was followed by an interesting talk by Mr. E. H. Loyhed on Alexander Faribault and the early history of the city.

The committee on certification reported that it has been inactive during the past year, awaiting action by the committees of the A. L. A. Mr. Walter, chairman of the A. L. A. Committee on National Certification and Training, reported that the Institute for Government Research had offered to make a study of the question of library service and their service had been accepted by the A. L. A. In commenting on Dr. Williamson's report he said that it was significant that all his conclusions were based on the principle of certification.

The committee on publicity, reporting a year of comparative inaction, suggested that as a compromise between the two extremes of a small central committee responsible for the entire publicity program of the association, and the diffusion of that responsibility among all the librarians of the state, the committee might be enlarged to consist of a member from each of several districts, each member to be responsible for and to initiate a program of systematic publicity in that district, using the local librarian as the channel thru which publicity matter could be put into the hands of the local press. Accepted.

The theme for the afternoon "The Library in County and Rural Work," was especially interesting. Maud Van Buren talked on what country schools want from the library.

To a discussion of books Professor G. S. Peterson contributed a review of some books on history and sociology, Miss Rugg, an annotated list of recent books on applied science, Miss Holmes of Winona a paper on children's books, and Miss Davidson one on works in general literature. She said that her experience showed that rural schools were interested in getting reading matter in about the same way that city

schools were. She told of having a number of stations in the county, but owing to a lack of county funds these stations had been discontinued, until necessary financial support could be secured.

Mr. Peik in his talk on what the city schools need from the library gave a number of points in favor of the plan of close inter-relation between school and library, where the school library is a branch of the public library and where a professionally trained school librarian is employed. He says it is the ideal arrangement in a small city and in Faribault it has nearly doubled the use of the city library by the city children in one year. Advantages are: direct contact with every child in the school; no duplication or overlapping of effort, personnel and expense; the possibility of a better trained librarian in both institutions.

Miss Radford's paper on "Koochiching County's School Library Plan" told of the unorganized school district No. 1, consisting of thirty-six schools which has made a contract with the Public Library of International Falls. The work here is carried out in the same manner as where there is a contract between public libraries and city schools. International Falls has used this plan for four years, with its city schools, which includes five towns. This has worked successfully and the new contract will give these thirty-six schools, 10,000 volumes to draw from, instead of each school having from 25 to 200. The supervisors carry boxes back and forth when possible, otherwise money which the county commissioners appropriated for freight is used. Adults get library service also, and next summer collections may be in the school houses during the entire summer.

Mrs. C. M. Stockton, of Faribault, representing the League of Women Voters spoke on books in civic education. She said that there was no contact so important as that with the public library, and that it was coming into its own, especially in teaching right political thinking, for at present there is little of such thinking, and the library is the best agency to help political thinking to have a higher origin than the newspapers.

F. E. Balmer, county agent leader in Minnesota, in his paper on what the public library may do for its country readers gave the results of a questionnaire which he sent out to those who are in close touch with farm life. The paper is a valuable first-hand study and contains worth while criticisms and suggestions. All the problems he enumerates could be satisfactorily solved by the establishment of county libraries.

The banquet on Tuesday evening and talks which followed were very enjoyable. Dr.

Kramer presided, giving a humorous account of the natural history of librarians. Hon. Thomas S. Buckham, president of the Faribault library board for over thirty years, responded briefly.

In his speech on "The Library and the Community," Dr. Nuba M. Pletcher said that the library has the same function as any other educational factor in the community and that is, to translate past experiences into action. If we would read what has been written on economics, military and educational history we could see the fallacy of placing a person in the wrong place. The experience of the past is a heritage and the teacher, preacher and librarian should not only be keepers of this light, but propagandists to point out the good.

Dr. A. W. Vernon said that "The New Interest in Biography," is due to the connection between books and life. Another reason for interest in biography is that it affords a refuge for the human soul in a time when science belittles the individual. A third reason is the great number of recent biographies, while from Plutarch to a few years ago only a few had been written.

Miss Harriet Wood read the report of the education committee. The three phases of work especially considered were: recruiting for librarianship; library training; and instruction in the use of books and libraries. For the first time at the University of Minnesota Mr. Walter and Miss Firkins gave courses on the use of the library to freshmen and sophomores. The publication of the new high school courses in English stimulated library instruction in schools and the new elementary course soon to be sent out will undoubtedly increase such training in the grades. A course for Normal Training Departments was introduced and a thoro course given at the Moorhead Teachers' College. A number of vocational library courses have been given to small groups in high schools and these students have been acting as student assistants. Owatonna, Mankato, and Montevideo are types of such training. Ten library institutes were held by the Department of Education last fall, attended by librarians and Normal Training teachers. The library instruction begun the previous year in the County Teachers' Institutes was continued.

Lura Hutchinson then gave the report of the State Document Committee which is trying to make available to the people of the State the official publications difficult to procure because of lack of knowledge on the part of librarians of their existence. The state printer has promised to lay aside a copy of everything that goes thru his hands for the State Historical Library.

A list is to be published monthly, or eleven numbers during the year, with the possibility of an annual cumulation. Its distribution will

probably be to members of the Historical Society with a possibility that small libraries may get it on subscription.

The matter of a checklist of back documents next arose. Mr. Wheelock called attention to the fact that there is in existence a list prepared by Miss Gregory, formerly of the St. Paul Public Library, covering the documents of the state from the beginning as far as she had been able to locate them. A copy of this list was obtained, and a start at checking it over with the Minneapolis collection revealed that there were many gaps in the list, but that it was a splendid start in the right direction. Miss Green of the State Law Library which has a fine collection of documents, has promised her cooperation in checking it for lacking entries. It should be checked up with other libraries, and ultimately with the collections in the offices of the various state departments.

Officers elected are: President, Webster Wheelock, St. Paul; vice-president, Margaret Hickman, Rochester; secretary-treasurer, Lura Hutchinson, Minneapolis.

On motion by Miss Baldwin, the resolution of the A. L. A. on county library service was unanimously approved.

Following the business session, the conference broke up into round tables. There were separate groups of library trustees and school librarians.

Following the adjournment the librarians were taken to the Golf Club for lunch and thru the courtesy of the Civic and Commerce Association enjoyed a delightful ride about the city, stopping to view the rare books and incunabula at the library of Seabury Divinity School.

SOPHIA J. LAMMERS, *Secretary.*

MONTANA STATE LIBRARY ASSOCIATION

THE fiftieth annual meeting of the Montana State Library Association took place at Bozeman, October 1-3, with Mrs. Laura Zook, of Miles City, presiding. There was a representative attendance and an interesting program well rendered.

Each librarian responded at roll call with a report of the year's best work in her library, these reports showing an increase in interest and activity during the year. Miss Fernald and others reported success in recruiting for library work. Miss Forrest gave a short report of the A. L. A. convention.

The second session was a joint meeting with the Womans Club of Bozeman, at the special request of the club, for the purpose of discussing the ways and means of securing a county library, this being the goal of the Woman's Clubs of Gallatin County. Miss Buckhous, of the Montana State University Library at Mis-

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soula, showed how this may be done, and also the advantages to be obtained from both utilitarian and economic standpoints. Ruth Worden, of the Missoula County Free Library, then told how a county library works, showing its use in rural communities and lumber camps.

Dean Hamilton, of the Montana State College, spoke on "Historic Spots around Bozeman." So far as is known, Lewis and Clark led by the Indian girl, Sacajawea, were the first white men to enter the Gallatin valley. These were followed by other explorers, including John Bozeman, for whom the city of Bozeman is named. Dean Hamilton particularly emphasized the duty of all librarians of securing and preserving all facts of historical interest in their communities. "The History of Montana," he said, "is as important as that of Massachusetts, Virginia or California."

The book symposium, led by Miss Powell, of Missoula, who spoke on reference books, included also "What the Library has to Offer the

Business Man" by Florence Lewis, of Livingston; "Reliable Book Reviews," by Elizabeth Forrest, of the Montana State College; "Best Books of the Year," by Josephine Haley, of Helena; and a description of the new State University Library at Missoula by Gertrude Buckhous. Each topic received a fair share of animated discussion.

The round table, conducted by Mrs. H. E. Garber, jr., of Billings, included the following subjects: "Exhibits and Museums," by Mrs. Garber; "Inventory," by Clara Main, of Lewistown; "Short Cuts and Simplified Routine," by Lillian Free, of Dillon; and "Free Material," by Louise M. Fernald, of Great Falls.

The hospitality of Bozeman was shown by many delightful functions.

Officers elected were: Elizabeth Powell, Missoula, president; Geneva Cook, Bozeman, vice-president; Clara M. Main, Lewistown, secretary; Mrs. J. M. Benson, Havre, treasurer.

CLARA M. MAIN, *Secretary*

IN THE LIBRARY WORLD

NEW YORK

Syracuse. The Library School opened on September 20th with a registration of 65, of which 32 were new students, a gratifying increase over last year's registration. This year an innovation was made in the manner of introducing the use of the library to the classes in English. Miss Robbins of the school faculty gave a lecture to the instructors in Freshman English, who in turn passed this on to their divisions. A set of six questions was then given to each student, involving the use of the material included in the lecture. E. G. T.

OHIO

Cleveland. More than one half the students enrolled at Western Reserve Library School for 1923-24 have had college work, varying from one year, to the degrees of A. B. (fifteen), Ph. B. (one) and B. S. in Education (one).

The faculty remains as last year except for the absence of Julia M. Whittlesey during the first semester, which brings to the school Edith C. Lawrence, Vassar A. B. and a graduate of Western Reserve Library School, 1909, who will give the course in classification. Alma Jones of the cataloging staff of the Cleveland Public Library is assisting for part time in cataloging revision.

MICHIGAN

Alma. "The display for this week [at the Alma (Mich.) College Library] shows Bibles

in various languages. It is not generally known that Alma College Library owns one of the most complete collection of Bibles in foreign languages in the United States. This collection, bound in a uniform binding of tooled leather, was donated by Mr. John Munro Longyear."—*The Almanian* for October 2.

ILLINOIS

Chicago. The Chicago Public Library this summer established a Readers' Bureau in charge of Alice M. Farquhar in the Reference Department of the central library. The object of the bureau is "to meet the needs and desires of a considerable number of its patrons who have found the present methods, necessarily adapted to 'quantity distribution' not entirely satisfactory," and to establish "more intimate personal relations between the individual and the vast and rather overwhelming resources of a public library." Outlines for the study of any desired cultural subject are compiled on request for the reader, and the library undertakes to supply the books prescribed in each course "in consecutive order and at proper intervals as needed to follow the course without undue interruption." The books employed are necessarily modern works which can be easily duplicated in quantity. Clubs and groups wishing to engage jointly in a single course may do so, and a parcel post service also may be arranged. For the present the Reading Courses are limited to

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cultural subjects, and science and technology are not included except as treated in a cultural way.

A month after the plan was launched forty-six students were enrolled in almost as many subjects. Members of university faculties have agreed to act as "Sponsors for Knowledge" somewhat on the principle of the "Sponsors" system being worked out by George Winthrop Lee in Boston, or to give help in compiling courses.

NEBRASKA

When annual conferences of the Nebraska Library Association have made it possible by their places of meeting, the Nebraska Public Library Commission has from time to time conducted library institutes. Preceding and in connection with the 1923 meeting, the Commission held an institute in Lincoln, October 16 and 17, the object being to aid the inexperienced and untrained librarians of the small libraries by lectures relating to their every day problems.

The institute consisted of three sessions of three lectures each. Mr. Wyer gave two helpful lectures on reference work and one on government documents, always a problem in the small library. Mary McQuaid of the Fairbury Public Library covered statistics and reports, and publicity, based upon her own successful efforts. Miss Williams talked on general problems of administration, relations with the library board, budget system of expense, library housekeeping and book selection.

The exhibits included several collections of books with lists for distribution. One exhibit of children's books attracted special attention. This was the outgrowth of the belief that there is urgent need to stress care in the selection of children's books. The exhibits took the form of a house of undesirable books built upon the sand in contrast to a house of desirable books built upon firm foundation. Having visualized this contrast in the present day output of books for children, authorized lists were provided for the librarians who were urged to use *The Book-list*, the *Bookshelf for Boys and Girls* and other excellent lists. Publications of the A. L. A. were on display and there were some A. L. A. lists for distribution. There were also several commercial exhibits.

The institute attendance showed appreciation of the effort. In 1919, the registration was 22. Thirty-six librarians from as many libraries in 27 counties registered this year the total distance traveled, one way, being 4,276 miles.

GUAM

The Island of Guam is to have a public library established by the Junior Red Cross. An initial contribution of 400 books for children has been collected, the gift of the Boston Junior

High Schools and a private donor in Washington. They will be shipped to Capt. Althouse, Governor of Guam, in the name of the American Junior Red Cross.

Since few of the natives of Guam can read English except the school children, children's books and a few elementary technical books are the chief need at present. The Director of the Junior Red Cross says: "It is our intention to send these 400 books as the first installment toward the children's library in Guam and to follow it by other installments until the library of 1,000 titles, which Capt. Althouse requested, has been completed. In the next installment we will endeavor to include the first lessons in carpentry, blacksmithing, plumbing, electricity, law and civil government. . . ."

The appeal first made by Capt. Althouse to the Bureau of Navigation in charge of the Library Service of the Navy Department, was turned over by the American Library Association to the Junior Red Cross who had supplied books and funds for a library in the Virgin Islands. The American Library Association has given advisory assistance in shaping the plan.

JAPAN

The Japanese Embassy at Washington sends us the following details, received from the Foreign Office, Tokio, which we give for the information of librarians now collecting material for Japanese libraries in response to the appeal printed in our last number.—Ed. L. J.

"The libraries destroyed by the earthquake and fire are the libraries of the Imperial University of Tokio, of the University of Nippon and of the University of Meiji, as well as those of several institutions of professional and technical education including the Higher Technical School and the School of Foreign Languages, the Ohashi Library and a score of small libraries.

"The Library of the Imperial University of Tokio alone contained 740,000 books, and the total number of books burned amounted to one million and several hundred thousand. The libraries of the Imperial University of Tokio and the Department of Agriculture and Commerce contained the publications of the Carnegie Endowment for International Peace presented to these libraries. These collections were entirely destroyed.

"The Imperial University of Tokio is despatching Professor Kenzo Takayanagi who left Yokohama on the 17th of October on board the Taiyo Maru. He will have entire charge of collecting books not only for the Imperial University, but also for other institutions. It is our desire that the books collected for that purpose may be kept in a convenient place until the arrival of Professor Takayanagi in Washington."

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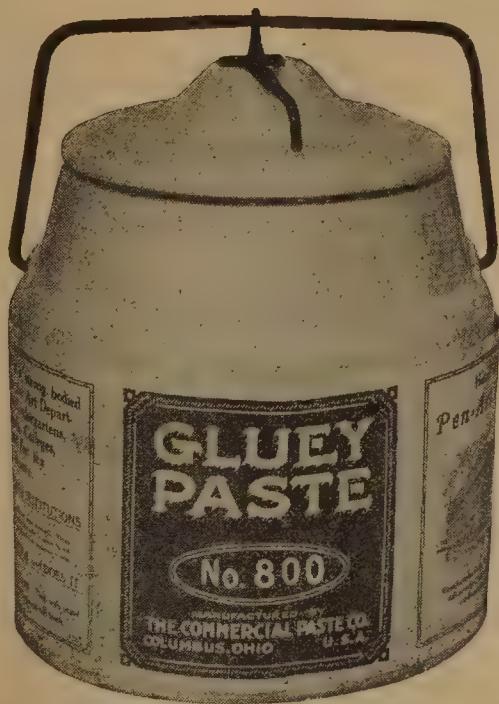
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AMONG LIBRARIANS

The following abbreviations are used:

- A. Library School of the Carnegie Library of Atlanta.
- C. California State Library School.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- Ill. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- W.R. Western Reserve Library School.
- Wis. Wisconsin University Library School.
- Wash. University of Washington Library School.

ALFONSO, Marie S., 1921 Wash., appointed head of the Cataloging Department, University of Washington Library.

BALDWIN, Emma V., formerly of the Brooklyn Public Library and later librarian of the Roanoke (Va.) Public Library, is now director of the training class of the Public Library of the District of Columbia.

BETZ, Esther, first assistant in the Catalog Department of the Carnegie Library, of Pittsburgh, has returned to the New York State Library School for a second year's work. She is succeeded by Clara Beetle, of the Reference Catalog Division of the New York Public Library.

DOWNEY, Mary E., secretary of the North Dakota State Library Commission resigns November 1 to accept the librarianship of Denison University at Granville, Ohio, of which she is a graduate. Reorganization of the University Library and the erection of a new library building to cost from \$300,000 to \$400,000 are projected for the near future.

FARR, Mary P., 1895 D., librarian of the Southwark Branch of the Philadelphia Free Library becomes librarian of the South Philadelphia School for Girls, November 1.

GRIMM, Verna Barstad, 1915 Wash., is director of Files, American Legion, American Headquarters, Indianapolis.

JEFFERS, Samuel A., assistant librarian of the University of Missouri died a few days ago, aged 53. Dr. Jeffers who was a book-lover and a classical scholar spent much of his life teaching first at Center College, Richmond, Ky., and for many years at Central College, Fayette.

He went to the University of Missouri in 1919, and was acting librarian during the absence overseas of Librarian Henry O. Severance.

LEITCH, Harriet E., 1910 N. Y. S., has returned to the Seattle Public Library as head of the deposit station division after spending a year in the reference department of the Carnegie Library, Pittsburgh. The following have been added to the staff: Georgiana Mineau, 1915 Wis.; Miriam Luke, 1922 C. P.; Helen Hayes, 1923 C. P.; Elizabeth U. Manley, 1919 C. P.; Ruth C. Barlow, formerly of the Chicago Public Library, Irma Schoepflin, of the Buffalo Public Library and Mrs. Ruth Delaney, from the Los Angeles Public Library.

PETTITT, Florence, 1920 Wash., is librarian of the Public Library, Bremerton, Wash.

SCHENCK, Verner M., who has had many years' experience in the retail book business and has been with the Pilgrim Press as sales manager, has joined the staff of the H. R. Hunting Company, Springfield, Mass., as consulting librarian, succeeding Anna G. Hall, now librarian of the Umatilla County Library, Pendleton, Ore.

SMITH, Charles W., associate librarian of the University of Washington Library, has returned from a four months' book buying trip in Europe. Mr. Smith acted as agent for the University Library and visited the principal book dealers in England, Scotland, the Netherlands, Germany, Italy and France.

SWEET, Myra C., 1920 P., since graduation a member of the Pratt staff, has been appointed librarian of the public library of Southington, Conn.

UNGER, Nell, 1918 Wash., has resigned her position as assistant library organizer in the state of New York to become librarian of the new Garfield High School, Seattle.

Additional placements of the Class of 1923 of Western Reserve Library School are: Jean Anderson, librarian, Shaker Heights High School, Cleveland; Mary L. Hilton, branch assistant, Public Library, Des Moines, Ia.; Edna M. James and Ethel Walker, branch assistants, Public Library, Los Angeles, Calif.

Recent appointments from the University of Washington class of 1923 have been made as follows: Elizabeth Edwards, assistant, Public Library, Marshfield, Ore.; Dora Himmelsbach, assistant, Oregon Agricultural College Library, Corvallis, Ore.; Rosamond McCredy, assistant, Public Library, Walla Walla, Wash.; Daphne

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RECENT BIBLIOGRAPHIES

GENERAL

Buffalo (N. Y.) Public Library. Class-room libraries for public schools: listed by grades with author, title and subject indexes. 4th ed. 99 p. Sept. 1923. 25c.

New York State Library. Best books of 1922; selected for a small library. Albany. 52 p. pap. Feb. 15, 1923. (Bibliography bull. 73).

Wilson, Martha, comp. Books for high school libraries; a buying list for small schools. 44 p. pap. Sept. 1923. Springfield, Mass.: H. R. Hunting Co.

Wood, Harriet A., and Frances O'Connell, comps. Reading lists of books for use in high school libraries. *Wilson Bulletin*. Oct. 1923. p. 101.

SUBJECT BIBLIOGRAPHIES

ACCOUNTING

Sanders, Thomas H. Problems in industrial accounting. Chicago: Shaw. Bibl. O. \$5.

AGRICULTURAL EXPERIMENT STATIONS

U. S. Dept. of Agriculture. Work and expenditures of the agricultural experiment stations, 1921. Bibl. 1923.

ALASKA

U. S. Superintendent of Documents. Alaska: list of pubs. for sale by Supt. of Documents. 22 p. May 1923. (Price List 60, 7th ed.)

ANIMALS

U. S. Superintendent of Documents. Animal industry: farm animals, poultry and dairying; list of pubs. for sale by Supt. of Documents. 19 p. June 1923. (Price List 38, 16th ed.).

ASTRONOMY. See CLIMATE

BAGDAD RAILWAY. See EAST (NEAR EAST)

BANKS AND BANKING. See FINANCE

BUILDING STONES—KENTUCKY

Richardson, C. H. Building stones of Kentucky: a detailed report covering the examination, analysis and industrial evaluation of the principal building stone deposits of the state. Frankfort: Kentucky Geological Survey. Bibl. (Ser. 6, v. 11).

CATHOLIC CHURCH. See PERIODICALS

CHRIST. See JESUS CHRIST

CITIZENSHIP

Hughes, Ray O. A text-book in citizenship; community civics, economic civics, vocational civics. Boston: Allyn. 5 p. bibl. D. \$1.60.

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Great Britain Imperial Mineral Resources Bureau. Mineral industry of the British empire and foreign countries, statistics, 1919-1921: coal, coke and by-products. London: H. M. Stationery Office. Bibl. 4s. 6d.

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DRAMA

Wise, Claude M. Dramatics for school and community. Stewart Kidd 47 p. bibl. O. \$3.

See also PUPPETS

EAST (NEAR EAST)

Earle, E. M. Turkey, the great powers, and the Bagdad railway: a study in imperialism. Macmillan. Bibl. \$2.25.

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Bureau of Education, 1906-1922, with index by author, title, and subject. U. S. Bureau of Education. 52 p. (Bull. 1923, no. 35).

EUROPE—HISTORY

Turner, Edward R. Europe 1450-1789. Doubleday. Bibl. O. \$3.50.

Williamson, H. L. From despotism to democracy: a history of modern Europe, 1789-1923. London: Pitman. Bibl. 3s. 6d.

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HOME ECONOMICS

Andrews, B. R. Economics of the household: administration and finance. Macmillan. Bibl. \$2.50.

HOSPITAL LIBRARIES

Jones, Edith K., ed. The hospital library. A.L.A. 4 p. bibl. D. \$2.25.

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U. S. Superintendent of Documents. Indians, including U. S. government pubs. pertaining to mounds and antiquities; pubs. for sale by Supt. of Documents. 16 p. June 1923. (Price List 24, 7th ed.)

INSURANCE, LIFE

Hoffman, F. L. Life insurance progress, methods and results. 125 William st., New York: Spectator Co. Bibl. \$2.

JESUS CHRIST

Berguer, Georges. Some aspects of the life of Jesus, from the psychological and psycho-analytic point of view. Harcourt. 8 p. bibl. O. \$3.50.

KENTUCKY. See BUILDING STONES—KENTUCKY

LEGISLATION

Williams, Ivy. Sources of law in the Swiss civil code. Oxford. Bibl. 7s. 6d.

LIBRARIES, HOSPITAL. See HOSPITAL LIBRARIES

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Brown, Zaidee, comp. Reading list on loan work. *Wilson Bulletin*. Oct. 1923. p. 102-104.

LITERATURE. See under GENERAL, ABOVE

LOAN WORK. See LIBRARY SCIENCE

MARKETING OF FARM PRODUCE. See POTATOES

MUSIC—HISTORY

Landormy, Paul. A history of music; tr., with a supplementary chapter on American music, by Frederick H. Martens. Scribner. 5 p. bibl. D. \$2.50.

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NEAR EAST. See EAST (NEAR EAST)

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OVID. See VIRGIL

PERIODICALS

Meier, Joseph H., comp. The Catholic press directory for 1923; a complete list of Catholic papers and periodicals pub. in the U. S. 64 West Randolph st., Chicago: Author. 104 p. S. bds. \$1.

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Sherman, W. A., and others. Marketing main-crop potatoes. U. S. Dept. of Agriculture. Bibl. (Farmers' bull. no. 1317).

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Anderson, Madge. The heroes of the puppet stage. Harcourt. 7 p. bibl. O. \$4.

POULTRY. See ANIMALS

SALESMANSHIP

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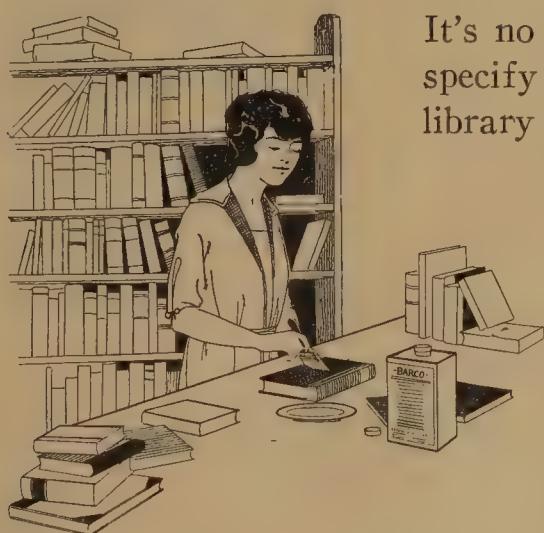
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interest to sales executives. 8 p. 185 Madison ave., New York: *Printers' Ink*. (Reprint from Sept. 27, 1923, issue).

SCHOOL LIBRARIES. *See under GENERAL, ABOVE SUNDAY SCHOOLS*

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Frey, R. W., and F. P. Veitch. *Home tanning of leather and small fur skins.* U. S. Dept. of Agriculture. Bibl. (Farmers' bull. no. 1334).

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Hendy, Donald, comp. *Technical books of 1922; a selection.* Brooklyn, N. Y.: Pratt Institute Library. 27 p. S. pap. apply.

THEATER. *See DRAMA; PUPPETS*

TIN

Great Britain Imperial Mineral Resources Bureau. *Mineral industry of the British empire and foreign countries, statistics, 1919-1921; tin.* London: H. M. Stationery Office. Bibl. 1s. 6d.

UNITED STATES—ANTIQUITIES. *See INDIANS*

UNITED STATES—HISTORY

Butler, N. M. *Building the American nation: an essay of interpretation.* Scribner. Bibl. \$2.50.

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Vergilius Maro, Publius. *Aeneid of Vergil, Bks. 1-6; with selections from the Metamorphoses of Ovid.* Chicago: Scott, Foresman. 4 p. bibl. D. \$1.60. (Lake classical ser.).

WEATHER. *See CLIMATE*

LIBRARY OPPORTUNITIES

No charge is made for the insertion of notices in this department.

Answers should be addressed to the advertiser, not to the editor of the LIBRARY JOURNAL.

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LIBRARY CALENDAR

November 11-17. Children's Book Week.

November 18-24. American Education Week.

November 20. At Jersey City. New Jersey Library Association.

November 22-23. At Winston-Salem. Headquarters at the Robert E. Lee Hotel. North Carolina Library Association.

November 26-28. At San Antonio. Headquarters at St. Anthony Hotel. Texas Library Association.

November 27-28. At Richmond. Headquarters at the State Library. Virginia Library Association.

Dec. 31-Jan. 2. At Chicago. Headquarters at the Hotel Sherman. Midwinter meeting of the A. L. A. Council and other organizations.

CATALOGS RECEIVED

Catalogue of the more important Dutch books of recent date. Lange Voorhout 9, The Hague: Martinus Nijhoff. 158 p., 1923.

Catalogue pour la rentrée des classes 1923. Livres et matériel d'enseignement. Paris: Cercle de la Librairie. (*Bibliographie de la France*, supplément au no. 36, 7 Sept. 1923).

Nr. 12, Liste: I. Erotica et curiosa.—II. Orientalia.—III. Nachtrag. Lützowplatz 1, Berlin W 62: Antiquariat am Lützowplatz. 10 p.

Rétif de la Bretonne; Katalog einer Sammlung seiner Werke. Berlin: Antiquariat am Lützowplatz. 110 p. (Katalog 4).

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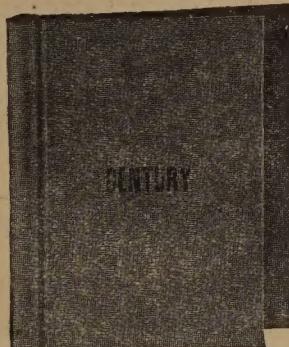
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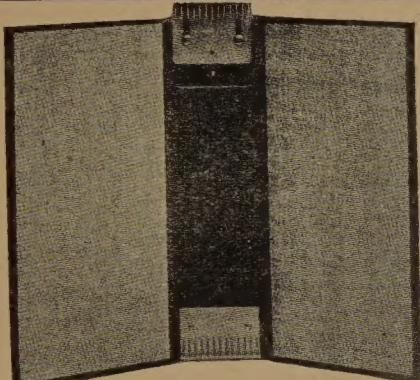
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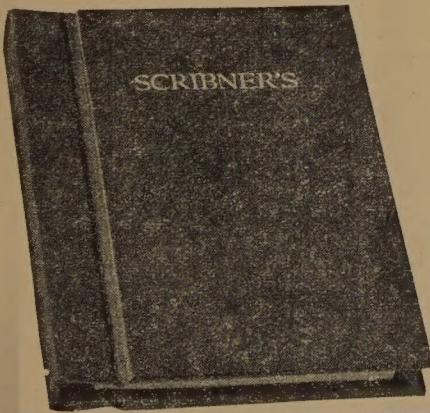
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